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ABSTRACT

This guide delineates the scope and sequence of Spanish instruction in both junior and senior high schools indicating instructional goals in terms of behavioral objectives. Following a review of the Bloomington, Minnesota, school of philosophy and a discussion of the design of the foreign language behavioral objectives in the guide, the manual presents material on: (1) the scope and sequence of the course in both four- and six-year sequences, (2) idioms, (3) supplement to idiomatic expressions, (4) topical vocabulary lists, (5) boys' names and equivalents, (6) girls' names, (7) holidays in Spanish-speaking countries, (8) readers, (9) newspapers and magazines, (10) supplementary reading materials, (11) source list for games, (12) list of films, (13) teacher reference materials, and (14) sociosemantic aspects of vocabulary building. This audiolingual course guide outlines listening, speaking, reading, and writing objectives in terms of the culture, vocabulary, phonology, and syntax of the language. (RL)

FOREIGN LANGUAGES

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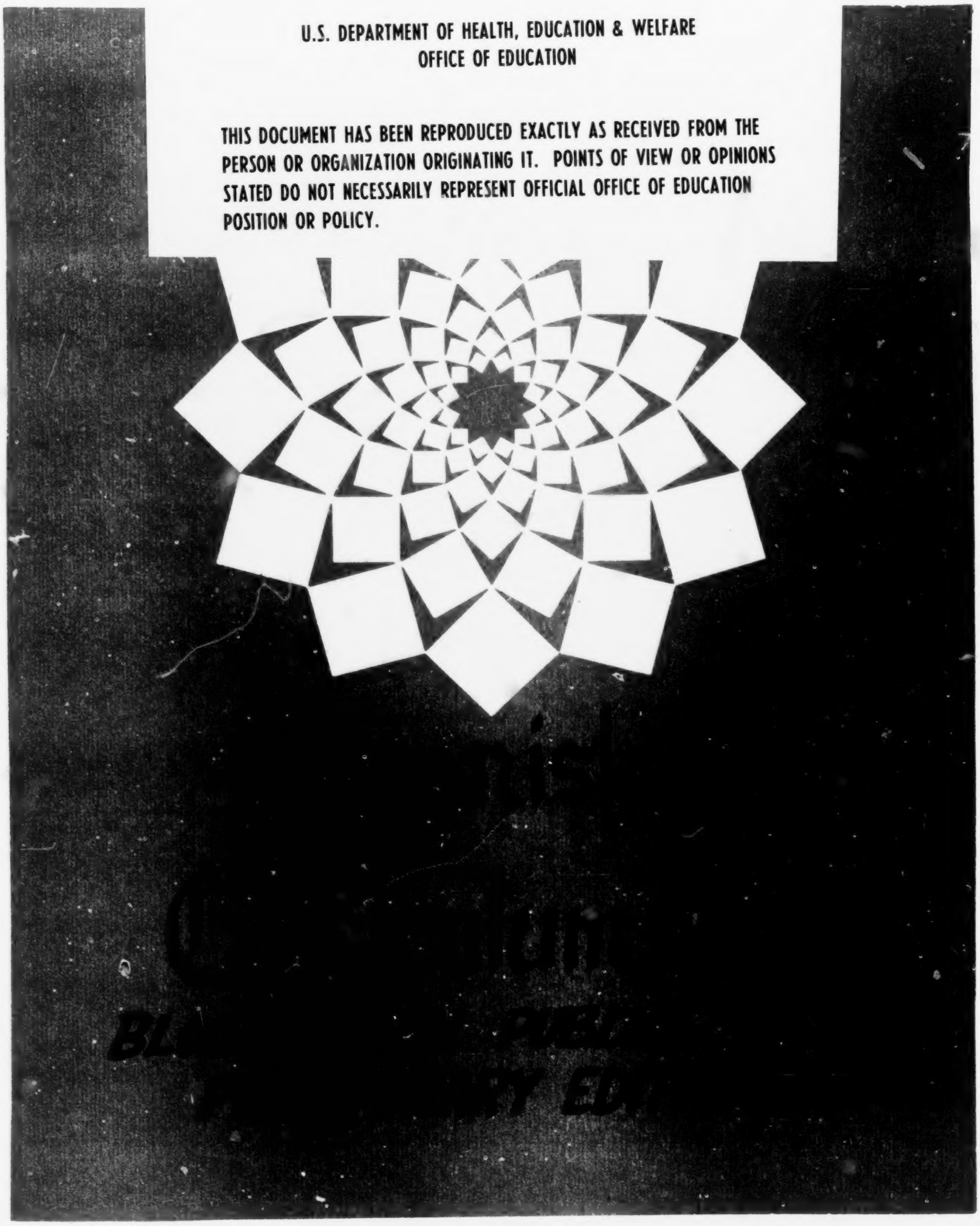

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ACKNOWLEDGMENTS

This publication is the first venture in producing a guide which delineates the scope and sequence of foreign language instruction from grades 7 through 12.

The curriculum guide will serve as the basis for a well articulated foreign language program in Bloomington.

Invaluable assistance in the writing of this guide was obtained from the curriculum guides of Bloomfield Hills, Minneapolis, New York City, the State of Delaware, the State of Indiana, the State of Minnesota, and the State of Wisconsin.

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PURPOSE OF THE CURRICULUM GUIDE

This curriculum guide has been written to assist the language teachers in Bloomington. It is intended to serve as a guide to foreign language teachers in:

1. following the philosophy and objectives
2. following the scope and sequence of course content
3. teaching the fundamental language skills
4. teaching the foreign culture and civilization
5. following behavioral objectives in planning and teaching the target language
6. using audio-lingual techniques
7. preparing and using dialogs and pattern drills
8. carrying on a program of motivational activities and projects
9. using audio and audio-visual aids
10. planning and scheduling supplementary reading and reports
11. improving articulation.

INTRODUCTION

The study of a foreign language, like that of most other basic disciplines, is both a progressive experience and a progressive acquisition of a skill. At no given point can the experience be considered complete or the skill perfect. Many pupils study a foreign language for only two years; of course, a longer time is needed to approach a mastery of the language. It is evident therefore that the expectancy of values to be derived from language study must be relative to the amount of time and effort devoted to it.

Progress in any one of the linguistic skills of foreign language learning or in the cultural experiences is relative to the emphasis given it in the instructional program and to the interests and aptitude of the learner. Language skills, like all practical skills, may never be perfected and may later be forgotten, yet the enlarging and enriching results of the cultural experience endure throughout life.

BLOOMINGTON'S SCHOOL PHILOSOPHY

The philosophy of education of the Bloomington Schools professes the belief that each child should develop his potential to the fullest, and to meet his intellectual, moral, spiritual, aesthetic, vocational, physical, and social needs as an individual, an American citizen, and a member of the world community.

It believes the following basic principles. We believe in:

1. the value of the individual personality.
2. the worth of the individual.
3. the individual's potentialities.
4. the individual patterns of human growth.
5. the individuality of learning.
6. the value of good mental and physical health of the individual.
7. the importance of the moral and spiritual values of the individual.
8. the individuals who need to identify with groups.
9. the value of creative instruction.
10. continuous educational research and utilization of its findings.
11. the value of excellence in all instruction.

RATIONALE OF FOREIGN LANGUAGE EDUCATION IN BLOOMINGTON

Supersonic jets and other modes of transportation and communication have contracted the globe and increased man's awareness of his formerly far-flung neighbors so that the need to communicate effectively within the family of nations is imperative. Recent world events have punctuated the necessity for communicative educational programs because of the rapidly expanding dimensions of society and the intermingling of people of various cultures.

Communication with our world neighbors integrates a personal and humanistic element into foreign language learning. An important value of foreign language learning is the awareness of another culture through its language. This implies that there are many ways of doing things, not just our way.

Effective communication with other people has a humanitarian aspect as well since our world neighbor is more amenable to our assistance and suggestions when we speak his language. Our programs of assistance to underdeveloped countries have demonstrated this fact. Former President John F. Kennedy and his wife won the hearts of people in the foreign countries they visited when they spoke the language of the inhabitants.

Economic factors also have dictated the necessity for business leaders to communicate in the target language in their inter-continental business transactions.

Our international relations are constantly expanding as we find new ways to secure world peace, to provide technical and material assistance to other countries and to promote cultural exchanges. The importance of knowing and speaking foreign languages is constantly increasing as we become more closely intertwined with other peoples.

This concept of communication with our world neighbors has been recognized by our Federal Government in the creation of the National Defense Education Act of 1958 to develop educational programs of intensive foreign language study.

The Administration and the Board of Education in Bloomington have also recognized the vital need for foreign language instruction. This has been evidenced by the increased course offerings, such as Russian in the senior high schools, and by expanded foreign language training in the junior high program. The Board of Education appointed a K-12 Foreign Language Coordinator to assure the continued importance of foreign language instruction by means of a sequential program in the elementary and secondary schools.

The Bloomington Foreign Language Staff proposes the following philosophy of instruction which should be applicable to all grade levels:

1. Foreign language communication can best be accomplished by utilizing not only the most modern audio-lingual approaches to language learning but also those approaches which have proved successful in the past.

2. Foreign language instruction should begin as early as possible, preferably in the primary grades.

3. The term "level" (rather than "year" or "grade") designates the degree of linguistic proficiency to be mastered and the cultural understanding to be acquired during a specified period of time.

OBJECTIVES OF FOREIGN LANGUAGE INSTRUCTION

General Objectives

The primary function of language is to communicate, first through hearing and speaking, and then through reading and writing.

A concomitant objective of foreign language instruction is to develop in pupils an understanding of foreign people, of their country and of their culture.

Specific Objectives

The specific objectives of foreign language instruction can be stated as linguistic and cultural.

Linguistic Objectives:

1. To understand a foreign language when spoken at normal speed on a subject within the range of the student's experience.
2. To speak well enough to communicate directly with a native speaker on a subject within the range of the student's experience.
3. To read with direct understanding, without recourse to English translation, material on a general subject.
4. To write, using authentic patterns of the language.
5. To understand linguistic concepts, such as the nature of language and how it functions through its structural system.

Cultural Objectives:

1. To understand, through the foreign language, the contemporary values and behavior patterns of the people whose language is being studied.
2. To acquire knowledge of the significant features of the country or area where the language is spoken (geographic, economic, political, etc.).
3. To develop an understanding of the literary and cultural heritage of the people whose language is studied.

BEHAVIORAL OBJECTIVES

In the development of the Foreign Language Curriculum Guide efforts have been made to include the use of behavioral objectives.

These objectives are designed to describe the total performance (T.P.O.) for a given segment of language instruction, as well as the more specific instructional performance (I.P.O.) of the specific lessons provided in this program. By no means is this program comprehensive or complete for all segments of language instruction, but it has been developed as a guide for the teacher and a possible pattern for subsequent efforts.

Learning activity packages are being written, using behavioral objectives, and student performance criteria.

In order to delineate the specific linguistic and cultural skills in behavioral terms, the performance objectives on the following pages were used in the development of each of the languages.

The coding used includes:
T.P.O. = Total Performance Objective
I.P.O. = Instructional Performance Objective

FOREIGN LANGUAGE BEHAVIORAL OBJECTIVES DESIGN

T.P.O.F.L. 1.0 Given any communication in the target language, at his level of instruction, the learner will demonstrate his ability to convey meaning in the ORAL area through pronunciation, intonation, rhythm, and syntax. Accuracy: 90% or greater.

I.P.O.F.L. 1.1 Given a series of utterances, the learner will imitate promptly, verbally, with correct pronunciation, morphology, and syntax. The rate must be normal. Accuracy: 90% or greater.

I.P.O.F.L. 1.1a Given a simple utterance, the learner will repeat it immediately with sufficient accuracy that not two phonemes are confused and that no native language phonemes are substituted. (The rate must be normal.) Accuracy: 95% or greater.

I.P.O.F.L. 1.1b Given at his level of instruction an oral list of words containing the phonemes unique to the target language, the learner will imitate the words with accuracy satisfactory to the examiner. Accuracy: 80% or greater.

I.P.O.F.L. 1.2 Given a command requiring a single non-verbal response, the learner will respond promptly. Accuracy: 95% or greater.

I.P.O.F.L. 1.3 Given an utterance requiring a declarative response, the learner will respond promptly, verbally, and with correct pronunciation, morphology, and syntax. The rate must be normal, with accuracy of 80% or greater.

I.P.O.F.L. 1.4 Given oral interrogatives in the target language the learner, at his level of instruction, will consistently identify them verbally or non-verbally. Accuracy: 100%.

I.P.O.F.L. 1.5 Given oral questions at his level of instruction in the target language, the learner will answer promptly in the target language with native-like control (phonology, morphology, and syntax). Accuracy: 80% or greater.

I.P.O.F.L. 1.6 Given any situation at his level of instruction in the target language, the learner will construct one or more questions in the target language with native-like accuracy of 90% or greater.

I.P.O.F.L. 1.7 Given orally a series of sentences containing dialects (recognized phonemic variations), the learner will repeat in his standard speech, accurately identifying 75% of the variations.

T.P.O.F.L. 2.0 Given any communication at his level of instruction, the learner will demonstrate his ability to convey meaning in the written area through spelling, punctuation and syntax. Accuracy: 85% or greater.

I.P.O.F.L. 2.1 Given the written form of an utterance previously mastered orally, the learner will copy it correctly and legibly, all symbols of the target language being written correctly, with 100% accuracy.

I.P.O.F.L. 2.2 Given any utterance(s) at his level of instruction in the target language, the learner will write it correctly and promptly from dictation with 95% accuracy or greater.

I.P.O.F.L. 2.3 Given any utterance(s) at his level of instruction in the target language NOT previously mastered in the written form, the learner will write it correctly and promptly from dictation. Accuracy: 80% or greater.

I.P.O.F.L. 2.4 Given the written form of an utterance he has or has not mastered, the learner will read aloud with correct pronunciation, rhythm, intonation, and at a normal rate. Accuracy: 75% or greater.

I.P.O.F.L. 2.5 Given a situation in oral, written or pictorial form at his level of instruction, the learner will construct written declarative sentences with no vocabulary aids and with correct morphology and syntax. Accuracy: 75% or greater.

I.P.O.F.L. 2.6 Given a situation in oral, written or pictorial form at his level of instruction, the learner will construct written interrogatives with no lexical aids and with correct morphology and syntax. Accuracy: 75% or greater.

I.P.O.F.L. 2.7 Given an oral lecture at his level of instruction, in the target language, the learner will demonstrate his ability to take notes in the target language with 75% accuracy or greater.

T.P.O.F.L. 3.0 Given any specific function of a word or group of words at his level of instruction, in the target language, the learner will demonstrate his ability to use this item in correct context (correct morphology and syntax) with accuracy of 80% or greater. (Function words e.g. verb, adverb, intensifiers, determiners, etc.)

I.P.O.F.L. 3.1 Given a minimal list (the number unique to the target language) of any class of verbs at his level of instruction, the learner will select and use the verb form appropriate to context, orally as well as written, with 80% accuracy, or greater.

I.P.O.F.L. 3.1a	Given a minimal list of any class of verbs at his level of instruction, the learner will demonstrate his ability to convey meaning in two or more time sequences, orally as well as written, with 85% or greater accuracy.
I.P.O.F.L. 3.1b	Given a list of verbs containing orthographic changes unique to the target language, the learner will demonstrate, at his level of instruction, his ability to use these in written form with 90% or greater accuracy.
I.P.O.F.L. 3.1c	Given a list of reflexive verbs unique to the target language, at his level of instruction, the learner will demonstrate his ability to use these orally as well as written, with 90% accuracy or greater.
I.P.O.F.L. 3.1d	Given a list or irregular verbs (unique to the target language) the learner will demonstrate his ability to convey meaning orally as well as written, with 80% accuracy or greater.
I.P.O.F.L. 3.1e	Given any infinitive in the target language the learner will demonstrate his ability to recognize it and find the stem to be used for conjugating the entire verb. Accuracy: 90% or greater.
I.P.O.F.L. 3.1f	Given a list of verbs with stem changes, at his level of instruction, the learner will demonstrate his ability to use these orally as well as written with 90% accuracy or greater.
I.P.O.F.L. 3.2	Given a series of utterances at his level of instruction, the learner will demonstrate his ability in oral as well as written form, to transform into negatives with special attention to intonation and syntax. Accuracy: 75% or greater.
I.P.O.F.L. 3.3	Given a list of verbs at his level of instruction, the learner will demonstrate his ability to construct new parts of speech orally or written, from this list, with 85% accuracy or greater.
I.P.O.F.L. 3.3a	Given any utterance in the imperative form in the target language at his level of instruction, the learner will recognize and demonstrate his ability to convey meaning with 90% accuracy or greater.
I.P.O.F.L. 3.3b	Given any infinitive form in the target language at his level of instruction, the learner will demonstrate his ability to identify, construct, and convey meaning by the participial form appropriate to any given context. Accuracy: 80% or greater.

I.P.O.F.L. 3.3c Given any utterance in the target language at his level of instruction, the learner will demonstrate his ability to accurately place direct, object nouns and indirect object nouns or pronouns with 85% accuracy or greater (morphology and syntax).

I.P.O.F.L. 3.4 Given a list of adjectives at his level of instruction the learner will demonstrate his ability to transform any adjective into new parts of speech, orally or written form, with 85% or greater accuracy.

I.P.O.F.L. 3.4a Given a list of adverbs, at his level of instruction the learner will demonstrate his ability to construct new parts of speech, orally or written, from the given list. Accuracy: 90% or greater.

I.P.O.F.L. 3.4b Given a list of nouns at his level of instruction, the learner will demonstrate his ability to construct and use new parts of speech, orally as well as written, with 85% or greater accuracy.

I.P.O.F.L. 3.5 Given any situation requiring adverbial meaning, the learner, at his level of instruction and in the target language, will demonstrate his ability to convey that meaning with 90% or greater accuracy.

I.P.O.F.L. 3.5a Given any situation requiring adverbial meaning employing a preposition, the learner at his level of instruction and in the target language, will demonstrate his ability to convey that meaning with 90% accuracy or greater.

I.P.O.F.L. 3.5b Given any situation requiring adverbial meaning with a preposition, the learner, at his level of instruction and in the target language, will demonstrate his ability to convey that meaning with 90% or greater accuracy.

T.P.O.F.L. 4.0 Given a set of basic illustrations at his level of instruction demonstrating NUMBER and GENDER unique to the target language, the learner will demonstrate his ability to distinguish each in both oral and/or written context with native-like control. Accuracy: 95% or greater.

I.P.O.F.L. 4.1 Given a minimum of four masculine, four feminine, and four neuter terms, at his level of instruction, the learner will distinguish, by oral or written usage, the unique differences. Accuracy: 90% or greater.

I.P.O.F.L. 4.2 Given any unidentified noun, pronoun, or adjective at his level of instruction, the learner will construct in the target language one or more illustrations demonstrating his ability to distinguish between masculine, feminine, and neuter genders. This is to be achieved with 80% accuracy or greater.

I.P.O.F.L. 4.3 Given a minimum list of four singular and four plural terms, at his level of instruction, the learner will distinguish by oral or written usage, the unique differences. Accuracy: 90% or greater.

I.P.O.F.L. 4.4 Given any singular or plural noun and/or pronoun and/or adjective and/or verb at his level of instruction, in the target language (oral or written), the learner will construct the contrasting quantity with 75% accuracy.

I.P.O.F.L. 4.5 Given any quantity of utterances, his level of instruction, in the target language, the learner will demonstrate his ability to convey meaning by appropriate agreement of all related terms. Accuracy: 80% or greater.

I.P.O.F.L. 4.6 Given a minimal list of roots at his level of instruction, in the target language, the learner will demonstrate in the target language his ability to transform these and use the derivatives in accurate context. Accuracy: 80% or greater.

T.P.O.F.L. 5.0 Given a minimal set of 100 idiomatic expressions at his level of instruction, the learner will demonstrate use of those situations (oral or written) in the target language unique to the mores of the target region. Accuracy: 75% or greater.

I.P.O.F.L. 5.1 Given an idiomatic expression in the target language at his level of instruction, the learner will demonstrate his ability to recognize the basic definition of "idiomatic" with 100% accuracy. (e.g. environmental)

I.P.O.F.L. 5.2 Given any idiomatic expression(s) in the target language at his level of instruction, the learner will demonstrate his ability to use these in situations unique to the life situations of the target region. Usage is to be oral or written with 80% accuracy or greater.

T.P.O.F.L. 6.0 Given an oral or written passage which may or may not be previously mastered, in the target language, at his level of instruction the learner will identify and/or name main ideas and answer questions orally and in writing with native-like control. Accuracy: 75% or greater.

I.P.O.F.L. 6.1 Given an oral or written passage which may or may not be previously studied in the target language at his level of instruction, the learner will identify and describe or interpret the main idea(s) of the passage orally or written. This is to be in the target language with 80% accuracy or greater.

I.P.O.F.L. 6.2 Given an oral or written passage which may or may not be previously studied in the target language at his level of instruction, the learner will describe in summary from the main idea(s), orally or written. This is to be in the target language with 80% accuracy or greater.

I.P.O.F.L. 6.3 Given an oral or written passage which may or may not be previously studied in the target language, at his level of instruction, the learner will answer questions orally or written on the content, dealing with the main idea of any sentence(s). This is to be in the target language with 80% accuracy or greater.

T.P.O.F.L. 7.0 Given a topic or incomplete topic sentence or detailed outline in the target language at his level of instruction, the learner will demonstrate his ability to speak or write well-organized paragraph(s) of three or more sentences in the target language with native-like phonology, morphology, and syntax. Accuracy: 80% or greater.

I.P.O.F.L. 7.1 Given an outline, in the target language at his level of instruction, the learner will demonstrate his ability to construct orally or written a well-organized presentation of three or more sentences in the target language with native-like phonology, morphology, and syntax. Accuracy: 80% or greater.

I.P.O.F.L. 7.2 Given a topic or incomplete topic sentence in the target language, with or without references, at his level of instruction, the learner will demonstrate his ability to construct in written form, well-organized paragraph(s) or three or more sentences in the target language with native-like control. Accuracy: 75% or greater.

I.P.O.F.L. 7.3 Given a topic or incomplete topic sentence in the target language, with or without references, at his level of instruction, the learner will demonstrate his ability to construct orally three or more well-organized sentences in the target language with native-like phonology, morphology, and syntax. Accuracy 70% or greater.

T.P.O.F.L. 8.0 Given situations based upon the geography, history, literature, and fine arts, at his level of instruction, the learner will demonstrate his comprehension by describing the mores unique to the target culture in the native and/or target languages. Accuracy: 75% or greater for all items.

I.P.O.F.L. 8.1 Given a list of the holidays appropriate to the geographical location, the learner will state the reasons for their significance.

I.P.O.F.L. 8.1a	Given a list of the holidays in the target culture, the learner will identify those of a *religious* base.
I.P.O.F.L. 8.1b	Given a list of the holidays in the target culture, the learner will identify those of a *non-religious* base.
I.P.O.F.L. 8.2	Given a minimal list of five geographical terms at his level of instruction, the learner will interpret these as affecting the everyday life of the target culture.
I.P.O.F.L. 8.2a	Given the *regions* of the target language, at the level of his instruction, the learner will describe the climate as it affects the everyday life of each region.
I.P.O.F.L. 8.2b	Given the *terrain* unique to the regions of the target language at the level of his instruction, the learner will demonstrate his comprehension of this as it affects everyday life of a citizen of the target world.
I.P.O.F.L. 8.2c	Given appropriate materials at the level of his instruction, the learner will identify the major products of the target regions and describe the effects, if any, upon the everyday life.
I.P.O.F.L. 8.3	Given a list of widespread forms of entertainment unique to the target culture, the learner at his level of instruction will identify situations in the target culture where these are effective.
I.P.O.F.L. 8.4	Given appropriate resources, the learner at his level of instruction will describe the attitudes and policies in education throughout the target regions.
I.P.O.F.L. 8.5	Given suitable resources, the learner will describe in his level of instruction, the *social history* of the target regions.
I.P.O.F.L. 8.6	Given access to appropriate resources, the learner will at his level of instruction describe *domestic* affairs unique to the target regions. (e.g. government, law, and home)
I.P.O.F.L. 8.7	Given access to appropriate resources, the learner, at his level of instruction, will describe *foreign* affairs unique to the target regions.
I.P.O.F.L. 8.8	Given available resources, the learner will describe, at his level of instruction, the *fine arts* of the target regions.
I.P.O.F.L. 8.9	Given appropriate resources, the learner, at his level of instruction, will describe the *literary styles* of widespread acceptance by the target regions.

I.P.O.F.L. 8.10 Given all available resources, the learner, at his level of instruction, will describe the effects of family life on social behavior.

I.P.O.F.L. 8.11 Given the target culture, the learner, at his level of instruction, will interpret in what manner and to what degree the target culture influences his own native culture.

PHILOSOPHY

The most important function of language is to communicate, and the most frequently used form of communication is speech. The secondary form is reading (and writing). If a student begins his study of a second language by first learning to understand what he hears and then by learning to respond, he will be able to progress to reading and writing easily. If he starts with reading and writing, he may never attain real proficiency in understanding and speaking.

This order of learning - listening and speaking, then reading and writing - is officially recommended by the Modern Language Association and other professional language organizations. It is also important that the Hispanic culture not be treated as a separate entity. The language of a people and their culture are necessarily interlocked and should be presented that way. Some of the facets of Spanish culture that can be presented naturally at the first two levels are the following:

> Cultural attitudes as expressed in greetings and farewells; interpersonal relationships as expressed by the use of tu or usted; an understanding and knowledge of the Hispanic heritage through geographical place names, famous explorers, heroes, statesmen, writers, artists, musicians and scientists; the social significance of the titles senor, senora, don, dona; the use of sacred words in names and exclamations; the apellido system; introduction of common games, dances, songs, folklore, names of common foods; an understanding of saints' days and birthdays; common proverbs and sayings, with the philosophy they represent; typical sports and amusements; the metric system; monetary units of various countries; traffic signs; Hispanic school organization; Hispanic attitude toward culture and progress; industrialization as a symbol of progress and the custom of the siesta; social classes and attitudes toward work; attitudes toward courtship and marriage; difference in attitude toward religion on the part of women and men; attitude toward women and the status of the family; social courtesies and formalities; historical background of the Spanish language; manifestations of social progress - progress against illeteracy, health programs and land reform; important historical dates and what they represent; the lottery as a state institution; the OEA and its role; economic life and its dependence upon the export of raw materials and the import of manufactured goods.

In the upper levels the emphasis can be literary, historical, economic or scientific.

SPANISH LEVEL I

Seventh Grade in a Six-Year Sequence

I. Pre-reading phase

Primary Objectives:	To develop good listening habits and pronunciation of the basic sounds and intonation.
Secondary Objectives:	To begin the systematic study of the structure through repetition and drilling of basic sentences.
Recommended Duration:	Minimum - 2 weeks Maximum - 6 weeks or as long as students can tolerate lack of the printed word. (At the discretion of the teacher.) This time period will be longer for younger students and shorter for more mature ones.
Materials:	*Comencemos*, lessons I, II, III, expand vocabulary of basic sentences. Extensive use of visuals would be appropriate. Spanish alphabet (optional) Basic greetings and simple commands: Buenos dias Como estas? Estoy bien, etc. Escuchen, repitan Sientense, etc. Spanish names Note: for a pronunciation and oral drill "package" see *Spanish*: *Oral Approach-1* Teacher's Manual by Major and Michalski, Ginn and Company, 1965. pp 40-55.

SPANISH - Comencemos by Schmitt

Seventh Grade

	Phonology	Morphology	Syntax
		It should be understood that many of the following structural items are not pursued in depth in Comencemos but are covered as basic concepts to be studied in depth at a later time.	
LISTENING	Spanish vowels: a, e, i, o, u Contrast unstressed vowels Consonant sounds Initial and intervocalic: d, g, b Differentiate between systems of stress in Spanish and English Intonation and rhythm in statements Questions and commands (See appendix.)	Familiar and polite (pronouns and verb forms) contractions (al, del) Regular present of "ar," "er" and "ir" verbs Present of ser and estar Possession with de Possessive adjectives Imperatives - optional (lesson 15) Personal a Definite and indefinite articles Gender and number of articles nouns and adjectives Use and placement of no Negatives nada, nadie, nunca Placement and agreement of adjectives Present with future meaning (ir a + inf.) Cardinal numbers Ordinal numbers (passively) Irregular verbs* ir, tener, dar, poner, salir, hacer, venir, conocer, saber, decir, traer Stem changing verbs Demonstrative adjectives Comparative adjectives Object pronouns Impersonal "hay" Expression "tener que" Exclamation ¡Que! Interrogative pronouns *Underlined verbs are from Chapters 13 and 14 and may be covered in the eighth grade.	Word order: statements, interrogatives, and imperatives - optional Position of adjectives Word order to denote possession The negative sentence (the concept of the double negative)

SPANISH - Comencemos by Schmitt

Seventh Grade

	Phonology	Morphology	Syntax
SPEAKING	Production and differentiation of the sounds listed in listening Liaisons between like vowels and consonants Spanish pronunciation and intonation patterns Stress patterns	Use of the items listed for listening in spoken exercises involving change of number of gender of nouns and adjectives, person and number of verbs and pronouns Change affirmative to questions and negatives and commands (optional) Denote possession Use of personal a, del, al in complete sentences Change polite to familiar	Word order: denote possession, use adjectives in correct position and form Change statements into questions, commands - optionals Change affirmative statements into negative ones
READING	Associations of the sounds of the language with written symbols, especially: I, II; qui, que; ca, co, cu, ch; h; r, rr; n, n; ga, go, gu, gue, gui Read aloud with proper pronunciation and intonation	Use of and exposure to above in reading, especially: number and gender of nouns and adjectives, number and person of verbs and pronouns To note agreement of adjectives with nouns and verbs with their subjects	Expose students to additional basic forms or word order by introducing them to additional short readings Provide more complex sentences where students encounter basic word order in a more varied context
WRITING	Spell vowel and consonant sounds correctly, especially: I, II; qui, que; ca, co, cu, ch; h; r, rr; n, n; ga, go, gu, gue, gui; ua, ue, ui, uo Proper syllabication and placement of accents	Use of above in writing Writing answers to questions stressing correct spelling and agreement Write simple text from dictation and narratives Capitalization	Give adjectives and words like no, de, al, del, personal a, and articles to be written in meaningful complete sentences with the proper word order Rewrite statements in the form of questions, commands - optional Change affirmative statements into negative ones
CONCEPTS	Recognize the relationship between sounds and written symbols Note the close "fit" between phoneme and grapheme in Spanish	Knowledge about and use of basic grammatical forms listed above in listening, speaking, and writing Gender, number, and subject pronoun-verb agreements are necessary to convey meaning	Distinguish between basic word order in statements, questions, commands - optional

SPANISH - Comencemos by Schmitt

Seventh Grade

Vocabulary		
Some of the following categories are covered only in a limited fashion in the basic text. Therefore, the teacher may wish to present additional words commensurate with the ability of an individual class or student. A basic list appears in the appendix along with suggestions for additional words.		
LISTENING	800-1,000 words and expressions	In the context of the topics or units: greetings leave taking classroom (including conversational terms) numbers colors clothing clock time calendar time school building house members of family parts of body common foods weather Christmas - supplement outside of basic text sports health Nouns, verbs, and adjectives pertaining to these topics as well as: changes in gender, number, possession, agreement; passive vocabulary involving negation, statements, questions, and commands - optional Necessary vocabulary to understand simple statements incorporating the basic grammatical forms outlined for grade seven (supplementary vocabulary need not be stressed). Teacher should operate patterns and illustrate sound of the Spanish language limited to the most functional patterns and vocabulary possible, such as the regular, present tense forms of "ar," "er" and "ir" verbs.
SPEAKING	500 words and expressions	
READING	800 words and expressions	
WRITING	500 words and expressions	
CONCEPT	In spoken and written form, words make up a language. To communicate in that language one must grasp their meaning, isolated or in context, without conscious reference to English.	

SPANISH - Comencemos by Schmitt

Seventh Grade

Culture

Not all of the following items are found in the basic text. It will be necessary to use supplementary materials. Refer to appendix for further information.

Introduction to Hispanic and Latin American culture should be an integral and natural part of teaching Spanish but should not take the place of teaching the language. The environment of the classroom, books, magazines, tapes, films, records, and pictures should stimulate the student's interest in learning about the following cultural items:

- Spanish names
- forms of address (tu and Vd.)
- courtesy patterns
- school day and school year in Spanish-speaking countries
- 24-hour clock
- Spanish houses and the patio
- some typical foods
- holidays, especially Christmas
- pinata
- siesta
- rhymes
- songs and music
- literature
  - Introduction to Don Quixote
  - Introduction to Alarcon

The units of vocabulary are obviously linked closely to the study of culture. As much of this as possible is done in Spanish.

CONCEPT

Cultural items are an integral part of a language. In listening to or reading the language, one must be aware of the nuances of cultural forms. To speak or write the language correctly also means to use culturally acceptable forms.

SPANISH - *Español*: *Sigamos* by Schmitt

Eighth Grade in a Six-Year Sequence

	Phonology	Morphology	Syntax
LISTENING	Dental and velar *n*. Pronunciation of *x*, diphthongs. Stress differences between intonational patterns in statements, questions, and commands. Develop auditory discrimination among verb tenses (present to preterite, future, etc.)	Affirmative and negative commands (formal and informal); stem-changing verbs; direct and indirect object pronouns (form and position); direct and indirect in same sentence; preterite; demonstrative pronouns; future; *gustar*, *faltar*; indefinite pronouns. Passive voice; reflexive verbs and pronouns; direct and indirect object with infinitives and commands. Irregular verbs: *poder*, *poner*, *saber*, *hacer*, *decir*, *ir*, *tener*, *estar*, *salir*, *venir*, *dar*, *andar*, *conocer*, *querer*, *ser*, *traer*.	Position of pronouns including affirmative and negative commands and infinitives; difference between positions of demonstrative pronouns and adjectives; position of indefinite pronouns; word order in infinitives with object pronouns, position of reflexive; word order with passive; word order with *gustar*
SPEAKING	Produce the sounds listed for grades seven and eight in context; variation of verb forms; stress importance of careful pronunciation of verb endings: present to preterite, future.	Use of above in speaking. Suggested activities: form and position of object pronouns; change of present to preterite; use of *gustar*, *faltar*, *parecer*; change of present to future; use of passive; change of commands from affirmative to negative	Drills stressing the position of object pronouns; differences between the position of demonstrative pronouns and adjectives. Speaking situations in which students make use of reflexive verbs.
READING	Read appropriate material aloud with proper pronunciation and intonation; determine verb tenses by recognizing accents and endings characteristic of the various tenses studied.	Use of and exposure to above in reading activities; short supplementary reading passages emphasizing the forms listed above.	Expose students to supplementary readers combining basic word order in more complicated materials. Provide more complex sentences where students encounter basic word order in new contexts.
WRITING	Dictations involving the basic principles of stress (*hablo*, *habló*, *estas*, *estás*). Additional exposure to writing reviewing sounds for grades seven and eight in new contexts. Writing answers to aural questions in Spanish using complete sentences at all times.	Formulate questions requiring students to answer by utilizing the grammatical forms suggested above; other written exercises emphasizing usage of the basic grammar points listed above.	Written exercises requiring an understanding of the form and position of object pronouns, demonstrative adjectives and pronouns; word order in comparisons (for review)

SPANISH - Español: Sigamos by Schmitt

Eighth Grade in a Six-Year Sequence

	Phonology	Morphology	Syntax
CONCEPTS	Emphasize the fact that stress is so important in Spanish that it changes the meaning of the word.	Differentiation of verb tenses: present, preterite, future, stress the importance of verb endings to express meaning.	Realization that basic word order in English and Spanish is fundamentally the same with respect to the position of subject, verb, and predicate; however, object pronouns precede verbs unless the verb form is an affirmative command, gerund, or infinitive.

SPANISH - *Sigamos* by Schmitt

Grade Eight in a Six-Year Sequence

	Vocabulary		Culture
LISTENING	800-1,000 words and expressions above grade seven	In the context of the topics or units: daily routine shopping letters post office - supplementary restaurant community transportation and travel city landscape travel animals holidays (outside of text) space age equipment Vocabulary should include: *gustar*, *faltar*, *parecer*, preterite, present reflexive; demonstrative pronouns; the form and position of object pronouns; pronouns with commands, stem-changing verbs. Aim should be toward a useful, active vocabulary practiced in a variety of situations rather than toward a large number of words memorized in isolation.	Refer to appendix for lists, bibliographies and suggestions. Visual and audio stimuli as well as the topics of vocabulary should suggest the following cultural items for study at this level: forms of letters - supplementary pen pals restaurants Latin America landscape in regions 4-5 rivers or lakes 10-12 cities holidays, festivals, fairs legends folklore proverbs music - classical and popular current events games activities related to climate and cultural heritage introduction to: *El Cid* *La Araucana* Jose Martí *Marianela* Mariano José de Larra
SPEAKING	800 words and expressions above grade seven		
READING	1,000 words and expressions above grade seven		
WRITING	800 words and expressions above grade seven		
CONCEPT	Words and expressions in Spanish are sometimes closely related to English but almost always differ in range of meaning. Vocabulary is influenced by historical background, social customs, and other factors.		In listening, speaking, reading and writing cultural patterns are obvious and must be observed by a native or non-native speaker of the language.

SPANISH - *Learning Spanish the Modern Way-2*
by Brenes, et al
Grade Nine in a Six-Year Sequence

	Phonology	Morphology	Syntax
LISTENING	Review basic phonology as listed in grade nine. Also present vowel clusters, emphasizing diphthongs; fusion of vowels (*dónde estás?*); linkage (*los alumnos*).	Imperfect. Imperfect vs. preterite. Progressives and perfects. Present and imperfect subjunctive. Sequence of tenses. Formation of adverbs, comparatives and superlatives. Modals - *voler a*, *otra vez*, *de nuevo*. Conditional. Irregular verbs: *andar*, *caber*, *caer*, *conocer*, *dar*, *decir*, *estar*, *haber*, *hacer*, *incluir*, *ir*, *oír*, *poder*, *poner*, *producir*, *querer*, *saber*, *salir*, *ser*, *tener*, *traer*, *valer*, *venir*, *ver*. *Hacer* with time expressions.	Position of reflexive pronouns. Word order with *gustar*, *faltar*, *parecer*, etc. Word order with passive voice. Use of subjunctive in subordinate sentences. Position of indefinite pronouns. Word order in comparisons of adjectives and pronouns. Position of relative pronouns.
SPEAKING	Phrases emphasizing the production of vowel clusters, diphthongs; fusion of vowels, and linkage; sounds involving the points listed above - always with practical materials in complete meaningful utterances.	Change from present to imperfect subjunctive, use of the subjunctive; passive voice with *se* and *ser* (review); *si* clauses in the subjunctive.	Drills emphasizing the position of reflexive pronouns, the word order with *gustar*, *faltar*, *parecer*; the passive voice. Drills requiring the use and correct word order with the subjunctive. Make comparisons with adjectives and pronouns.
READING	Recognize vowel clusters, diphthongs, fusion of vowels and linkage in reading selections. Practice reading sounds represented by the following spellings: *ll*, *y*; *qui*, *que*; *ca*, *co*, *cu*; *b*, *v*; *j*; *ge*, *gi*, *ga*, *go*, *gue*, *gui*, *güe*, *güi*, *gua*, *guo*. Observance of accents which break diphthongs: *caído*, *traído*, *Raúl*.	Supplementary readings involving the subjunctive in as many forms as possible. Assign a graded reader or other material incorporating the basic grammatical forms listed above.	Expose students to supplementary readers where basic word order is found in new context. Provide more complex reading in order that students encounter basic word order in varied contexts.

SPANISH - *Learning Spanish the Modern Way-2*
by Brenes, et al
Grade Nine in a Six-Year Sequence

	Phonology	Morphology	Syntax
WRITING	Dictations and other written exercises emphasizing knowledge of written symbols for sounds listed in reading.	Give students contexts requiring them to choose between the: imperfect and preterite, indicative and subjunctive, sequence of tenses, the correct use of the passive voice construction. Additional reading exercises involving the use of the grammatical forms listed in previously.	Write short sentences in which word order is stressed. Give the infinitive of reflexive verbs or expressions requiring the subjunctive; change active to passive voice; cues requiring the use of *gustar*, *faltar*, etc. (All material written by the students should be in complete and meaningful sentences.)
CONCEPTS	Differentiate between syllabication in writing (*los-a-lum-nos*) and speaking (*lo-sa-lum-nos*). Realization of the relationship between spelling and sounds.	Realization that people speaking Spanish express ideas with different grammatical structures indicative and subjunctive, imperfect and preterite. The subjunctive is very commonly used in Spanish and is necessary if one wants to speak the language idiomatically.	Realization on the part of the student that word order in English is fundamentally the same as that of the Spanish with a few exceptions: the position of object pronouns and reflexive pronouns, idiomatic expressions (*gustar*, *faltar*).

SPANISH - *Learning Spanish the Modern Way-2*
by Brenes, et al
Grade Nine in a Six-Year Sequence

<table>
<tr><th colspan="3">Vocabulary</th></tr>
<tr><td>LISTENING</td><td>1,200 lexical items above Level I</td><td rowspan="4">Basic items:
Necessary vocabulary to understand simple statements incorporating the basic grammatical forms outlined for Levels I and II within contexts utilizing the most functional patterns and vocabulary: Verb forms like gustar, faltar; use of the imperfect and preterite, future and present progressive, use of object pronouns.
Content words pertaining to:
daily routine
telephoning
shopping
letters
post office
restaurant
community
transportation
city (Latin American vs. North American)
travel
animals
holidays
bullfight</td></tr>
<tr><td>SPEAKING</td><td>800 lexical items above Level I</td></tr>
<tr><td>READING</td><td>1,200 lexical items above Level I</td></tr>
<tr><td>WRITING</td><td>800 lexical items above Level I</td></tr>
<tr><td>CONCEPT</td><td colspan="2">Words and expressions in Spanish are sometimes closely related to English but more often differ in range of meaning. Vocabulary is influenced by historical background, social customs, and other factors.</td></tr>
</table>

SPANISH - Learning Spanish the Modern Way-2
by Brenes, et al
Grade Nine in a Six-Year Sequence

		Culture
LISTENING SPEAKING	READING WRITING	Expose students to selected topics presented in short conversations. Topics suggested at this level include songs, music, childhood literature, proverbs, games, festivals ... activities related to the climate and cultural heritage, as illustrated by films, slides, tapes, records and guest speakers of their own age. Student participation in the activities mentioned above. Teachers should try to obtain student participation by asking questions in Spanish about the materials covered. Present small units on cultural topics as illustrated readings. Elementary supplementary readings emphasizing cultural content. Written exercises requiring students to use the key words illustrating their knowledge of patterns of behavior and culture. Dictations emphasizing special units of cultural content. Develop an appreciation and understanding of the patterns of behavior and units of culture characteristic of Spanish-speaking peoples. Create an atmosphere in the classroom which fosters an interest in furthering knowledge about Spanish-speaking countries. Films: "En el colegio"(from lesson 16, basic text) "La agricultura" (from lesson 17, basic text) "Buenos Aires" (from lesson 18, basic text) "Haciendo canastas" (from lesson 19, basic text) "Visitando las piramides" (from lesson 21, basic text) "En el rancho grande" (from lesson 22, basic text)
CONCEPT		In listening, speaking, reading, and writing cultural patterns are obvious and must be observed by a native or non-native speaker of the language.

SPANISH - Galería Hispánica by Adey, et al

Grade Ten in a Six-Year Sequence

	Phonology	Morphology	Syntax
LISTENING	Reinforce intonation patterns in statements, questions and commands. Reinforce auditory discrimination among verb tenses studied. Review dental and velar n, initial and intervocalic d, g, b. Review vowel clusters, liaison and linkage.	Expansion of the knowledge of the following points: all pronouns; ser and estar; imperatives; gender and number and use of articles, nouns and adjectives; most commonly used irregular verbs; cardinals and ordinals; negative words. Form and use of the subjunctive (present, imperfect and pluperfect); relative pronouns; por and para; hacer with time expressions; adverbs, formation and use; imperfect (review); conditional (review); spelling changes (z-c, g-gu, etc.); commands, all forms; comparison; conjunctions; ser vs. estar (review); direct and indirect object pronouns (review); idiomatic expressions (see Appendix); infinitives, all uses; negatives; participles; passive; possessives; prepositions; superlatives; supposition with deber; progressive tenses; pronouns.	Reinforce knowledge of the form and position of personal pronouns, demonstrative pronouns and adjectives; possessives; indefinite pronouns; comparisons of adjectives and pronouns. Reinforce auditory discrimination with respect to the above items.
SPEAKING	Production of intonation patterns in statements, questions and commands. Dental and velar n, initial and intervocalic d, g, b. Oral discrimination among verb tenses. Production of r, rr; initial, intervocalic and terminal r; stressed and unstressed vowels.	Reinforce ability of student to change person and number of verbs and pronouns; change number and gender of nouns and adjectives; use of irregular verbs; use of the subjunctive; use of negatives; use of different tenses; reinforce points listed above in conversation.	Reinforce use of the form and position of personal pronouns; demonstrative pronouns and adjectives; possessives; indefinite pronouns; comparisons of adjectives and adverbs. Reinforce the utilization of the above items in meaningful utterances related to daily situations.

SPANISH - Galería Hispánica by Adey, et al

Grade Ten in a Six-Year Sequence

	Phonology	Morphology	Syntax
READING	Recognition of stress patterns and accentuation. Review qui, que, ca, co, cu, ch, ga, gue, gui, go, gu, gua, guo, güi, güe, j, ge, gi, (je, ji), h, initial r and rr. Read aloud with proper pronunciation and intonation.	Exposure to readings in which these structures are emphasized. Expand the functional vocabulary used to present the basic grammatical forms listed in listening and speaking.	Expose students to additional forms and word order by the continued use of supplementary readings (limited). Provide more complex sentences where students encounter word order in a more varied context.
WRITING	Spell correctly vowel and consonant sounds listed above. Take dictations in the foreign language emphasizing the representation of these sounds. Rewrite short sentences and do other written exercises using material previously illustrated.	Reinforce ability to write answers to questions requiring the use of gender and number of adjectives and nouns; person and number of verbs and pronouns; use of tense and tense sequence. Rewrite simple sentences and do other written exercises requiring knowledge of the basic grammatical forms listed in listening and speaking.	Reinforcement of the use of the items listed in listening and speaking - with emphasis upon written exercises like short sentences and/or dialogues. Rewrite statements in the form of questions, commands, and negatives.
CONCEPTS	Reinforce the knowledge of the relationships between sounds and written symbols in Spanish.	Expansion of knowledge about and use of basic grammatical forms listed in listening, speaking, reading, and writing.	Expand ability to distinguish between basic word order in statements, questions, commands, and negatives. Expand the ability to understand, speak, read, and write meaningful sentences emphasizing the word order suggested above.

SPANISH - Galería Hispánica by Adey, et al

Grade Ten in a Six-Year Sequence

Vocabulary	Culture
Increase in vocabulary cannot be stated in figures. Passive vocabulary will of course be larger than active, but extent of both will depend on student's ability and willingness to speak and read Spanish. Conversational topics should be chosen with the consideration of a student's age and interests. They will range from current events to points of discussion from literary reading. The student should be able to read periodicals as well as literary works which are appropriate to his maturity level. His writing vocabulary should be expanded to enable him to express himself correctly for any occasion. Increase the ability of students to make active use of vocabulary items to express what they want to say. Activities might include directed talks by individual students, conversations between students, debates, etc.	To gain an insight into the extent of literature written in Spanish a student should be introduced to a variety of literary works which are appropriate to his age and interests. His reading should also include newspapers, magazines, and books on topics interesting to teen-agers. He should be exposed to Spanish music of various types and see films and pictures depicting many aspects of life in Spain and Latin America. He should discuss current events as well as events in history with an increasing understanding of the way of life in Spanish-speaking countries. Film: "La feria regocijo de Sevilla"
Spoken and written vocabulary differ in volume and kind. The command of a large vocabulary can be achieved only through constant listening, speaking, reading, and writing practice.	Works of literature can be appreciated best in the language in which they were written.

SPANISH - Tesoro Hispánico by Adey, et al

Grade Eleven in a Six-Year Sequence

	Phonology	Morphology	Syntax
LISTENING	Reinforce the contrast among unstressed vowels. Reinforce auditory discrimination of all consonant sounds. Review and reinforce liaison and linkage.	Review use of the subjunctive, imperfect-preterite, por and para, the passive voice, stem-changing verbs, progressive and perfect tenses, all other tenses, comparisons of adjectives. Reflexive verbs. Reinforce understanding of verbs like gustar, faltar, parecer etc.; irregular verbs in all tenses; ser & estar; direct and indirect objects; relative pronouns as subjects, objects and object of preposition; adverbial clauses of time and purpose; use of aunque indefinite antecedent; "if" clauses.	Reinforcement of knowledge with respect to the word order in sentences with gustar, faltar, parecer; passive voice; comparison of adjectives; use of subjunctive in subordinate clauses. Sequence of tenses, word order with direct and indirect objects.
SPEAKING	Reinforce the production of all consonant sounds. Reinforce proper liaison and linkage in speaking at near-native speed.	Use of the above items in speaking at near-native speed and in contexts that are understandable to native speakers.	Speaking situations emphasizing the above items in basic word order.
READING	Read materials with proper pronunciation and intonation at normal speed. (Enact roles in plays and other works which exemplify the ways in which changes in phonology affect meaning.) Reinforce ability to associate written symbols with sound.	Presentation of the above items in expanded usage (specifically contrasting: preterite and imperfect; por and para; forms of the passive voice; comparisons of adjectives. Use of the subjunctive. Reflexive verbs).	Provide supplementary readings stressing the importance of basic word order as outlined above.

SPANISH - *Tesoro Hispánico* by Adey, et al

Grade Eleven in a Six-Year Sequence

	Phonology	Morphology	Syntax
WRITING	Have students paraphrase in writing what they hear (short dialogues or stories); exercises incorporating the more difficult spellings: *h*, *j*, *ge*, *ji*, (*je*, *ji*), *gue*, *gui*, *y*, *n*, *ll*, *rr*, *y*, *b*, diphthongs silent vowels in linkage.	Use of the items listed in listening in written exercises according to a specific grammar point; using the passive voice, *por* and *para*; imperfect and preterite, subjunctive, comparisons of adjectives, progressive and perfect tenses. *gustar*, *faltar*, etc. Stem-changing verbs, reflexive verbs.	Have students write sentences and do other written exercises according to specific points of word order; position of pronouns; passive voice; use of subjunctives in subordinate clauses; comparison of adjectives; *gustar*, *faltar*, *parecer*, etc.
CONCEPTS	Ability of the student to speak Spanish with proper pronunciation and intonation at near-speed (fluidity). Ability of the student to understand Spanish spoken by a native speaker.	Full realization on the part of the student that Spanish-speaking people express ideas differently from English-speaking people (preterite vs. imperfect, *por* and *para*, *gustar*, etc., subjunctive in adverbial and adjectival clauses).	Expand the ability to understand, speak, read, and write meaningful sentences emphasizing the word order suggested previously.

Grade Eleven in a Six-Year Sequence

Vocabulary	Culture
Amount of active and passive vocabulary is a matter of students' individual progress. A high rate of active vocabulary should be aimed for through a wide range of conversational topics, giving the student the ability to communicate in the modern world. Choice of literary works is up to the teacher but should be based on the ability, interest and maturity of the students, developing in them a sensitivity to the differences between spoken and written vocabulary and between contemporary and older literary forms, words, and expressions. A writing vocabulary appropriate to the occasion should be mastered.	The increased ability of the students to communicate in Spanish and to read everything from newspapers to works of literature makes possible an appreciation and understanding of Spanish and Latin American contributions to: literature painting sculpture architecture dramatic arts music Current events are listened to, viewed, discussed, read, and written about. Books, periodicals, tapes, films, slides, records, and pictures are resource materials directly used by the students. The choice of these materials is up to the teacher who should take into consideration the age, maturity, ability, and interest of the students.
Spoken and written communication employs a large volume and variety of words and expressions.	A knowledge of culturally acceptable forms and of the heritage of Spanish-speaking peoples is a part of the learning the Spanish language.

Grade Twelve in a Six-Year Sequence

	Phonology	Morphology	Syntax
LISTENING	Reinforce proper pronunciation and intonation patterns, always at normal speed. Reinforce auditory discrimination with respect to all Spanish vowels and consonant sounds, vowel cluster, liaison, and linkage - always at normal speed.	Reinforce present vs. imperfect subjunctive; indicative vs. subjunctive; nominalization of adjectives; possessives, indefinites and articles; imperfect vs. preterite; *gustar*, *faltar*, *parecer*; *hacer* with expressions of time; all perfect tenses.	Review of *hacer* with expressions of time, position of all pronouns; affirmative and negative statements and commands; subjunctive in adverbial and adjectival phrases. Reinforce with respect to the above items.
SPEAKING	Reinforce the proper production and differentiation among all Spanish vowel and consonant sounds, vowel clusters, liaison, and linkage, at near-native speed. Pronunciation and intonation patterns used at near-native speed in the proper context.	Reinforce the use of the above in speaking in normal conversations *about daily situations*.	Reinforce the use of the above items in meaningful speech related *to* daily situations.
READING	Reinforce the ability to read any material in Spanish with near-native pronunciation and intonation. Introduce students to a variety of situations (plays, speeches, dialogues, etc.) which must be read with expression according to the context of the readings.	Presentation of the above in expanded usage, specifically contrasting the present and imperfect subjunctive; nominalization of adjectives, possessives, indefinites, and articles; imperfect and preterite; all perfect tenses; *hacer* with expressions of *time*.	Additional forms and word order through the continued use of supplementary readings. Encounter more complex structure in a variety in contexts.
WRITING	Reinforce the ability to write any material in Spanish with proper accentuation, spelling, and auxiliary signs. Punctuation marks.	Use of the above items in writing compositions and other written exercises according to specific situations, utilizing knowledge of basic grammatical forms characteristic of idiomatic written Spanish.	Use of the items above (listening) by writing and doing other written exercises; compositions emphasizing proper syntax.
CONCEPT		Expand the concept that tenses used in Spanish do not always correspond to tense usage in English. Expand the understanding of patterns of behavior and their relation to proper use of accepted idiomatic Spanish.	

Grade Twelve in a Six-Year Sequence

Vocabulary	Culture
A student should be able to understand standard Spanish in normal conversational contexts. He should have an active speaking vocabulary appropriate to his age and capacity enabling him to communicate in Spanish with considerable oral facility. He should recognize in context a wide range of vocabulary items. If he is planning to continue Spanish in college he should do extensive outside reading to familiarize himself with many literary forms, words, and expressions. A student should have a writing vocabulary which is appropriate to the occasion.	A student should listen with understanding to audio stimuli and detect nuances relating to any aspect of Spanish culture. He should speak and write in culturally acceptable forms and in his speech and writing reveal some knowledge of the heritage of the people who speak Spanish. He should read selections ranging from newspapers to works of literature with an understanding of the place of each within the Spanish culture. A student planning to continue his studies of Spanish in college should familiarize himself with literature in his field of interest. Refer to Appendix for bibliography, source lists, etc.
To understand, speak, read, and write Spanish one must have command of a large and appropriate vocabulary.	The heritage of the people who speak Spanish is a rich and interesting one. The Spanish-speaking cultures should not be evaluated from the standpoint of Anglo-American culture.

Grade Nine in a Four-Year Sequence

I. Pre-reading phase

Primary Objectives: To develop good listening habits and pronunciation of the basic sounds and intonation.

Secondary Objective: To begin the systematic study of the structure through repetition and drilling of basic sentences.

Recommended Duration: Minimum - 2 weeks
Maximum - 6 weeks or as long as students can tolerate lack of the printed word. (At the discretion of the teacher) This time period will be longer for younger students and shorter for more mature ones.

Materials: Learning Spanish the Modern Way-I, lesson I, II, III, expand vocabulary of basic sentences.
Extensive use of visuals would be appropriate.
Spanish alphabet (optional)
Basic greetings and simple commands:
    Buenos días
    ¿Cómo estás? Estoy bien, etc.
    Escuchen, repitan
    Siéntense, etc.
Spanish names

SPANISH - Learning Spanish the Modern Way-I
by Conrad Schmitt
Grade Nine in a Four-Year Sequence

	Phonology	Morphology	Syntax
LISTENING	Spanish vowel: a, e, i, o, u; contrast unstressed vowels (Note) consonant sounds. Initial and intervocalic: d, g, b. Differentiate between systems of stress in Spanish and English. Intonation and rhythm in statements, questions and commands. Dental and velar n. Pronunciation of x. Diphthongs. Develop auditory discrimination among verb tenses (present to preterite, future, etc).	Familiar and polite (pronoun, verb). Contractions (al, del.) Regular present of AR, ER, IR verbs. Present of ser, and estar. Possession with de. Imperatives. Personal a. Articles, nouns and adjectives (gender, number). Placement of no, placement and agreement of adjectives. Present with future meaning (IR-a). Cardinals and ordinals. Pronouns with prepositions. Stem-changing verbs. Object pronouns (form and position). Possessive adjectives and pronouns. Preterite. Demonstratives (adjectives, and pronouns). Comparison of adjectives. Future. Gustar, faltar. Indefinite pronouns, Hacer with time expressions. Interrogative pronouns. *Passive voice. Reflexives. The following irregular verbs: tener, venir, ir, hacer, poner, valer, salir, saber, decir, ver, caer, buscar, tener que, conocer. Estar with prepositions of location. Dar, comenzar, empezar, jugar, leer, llegar, llover, oír, pagar, parecer, sacar, seguir, continuar, traer. *Optional (covered in next level)	Statements, interrogatives and imperatives. Position of adjectives. Word order to denote possession. The negative sentence (the concept of the double negative). Position of pronoun, including affirmative commands, infinitives. Difference between positions of demonstrative pronouns and adjectives.
SPEAKING	Production and differentiation of the sounds listed above. Liaisons between like vowels and consonants. Answer simple questions stressing knowledge of liaisons.		Denote possession; to use adjectives in correct position and form. Change statements into questions and commands. Change affirmative statements into negative ones. Position of object pronouns, differences between the position of demonstrative pronouns and adjectives.

SPANISH - Learning Spanish the Modern Way-I

by Conrad Schmitt
Grade Nine in a Four-Year Sequence

	Phonology	Morphology	Syntax
READING	Associations of the sounds of the language with written symbols especially: l, ll; qui, que; ca, co, cu, ch; h; r, rr; n, n; ga, go, gu, gue, gui. Read aloud with proper pronunciation and intonation. Knowledge of proper syllabication and placement of accents.	Use of and exposure to the previously listed items in reading, especially: number and gender of nouns; adjectives, number and person of verbs and pronouns. Agreement of adjectives with nouns and verbs with their subjects. Use of preterite and future. Comparison of adjectives. Use of reflexives. Position of pronouns, especially direct and indirect objects in same sentence.	Expose students to additional basic forms or word order by introducing them to short readings. Provide more complex sentences where students encounter basic word order in a more varied context.
WRITING	Spell vowel and consonant sounds correctly, especially: l, ll; qui, que; ca, co, cu, ch; h; r, rr; n; n, ga, go, gu, gue, gui; ua, ue, ui, uo. Formulate meaningful sentences in Spanish. Basic principles of stress (hablo, habló, estas, estás.)	Use of above in writing; knowledge of gender and number of adjectives and nouns, person and number of verbs and pronouns; agreement of verbs with their subjects. Write simple text from dictations and narratives. Capitalization.	Rewrite statements in the form of questions and commands. Change affirmative statements into negative ones. Written exercises requiring an understanding of adjectives, negatives, articles, and object pronouns, demonstrative pronouns, indefinite pronouns, and word order in comparisons.
CONCEPTS	Recognize the relationships between sounds and written symbols. Note the close "fit" between phoneme and grapheme in Spanish.	Knowledge about and use of basic grammatical forms listed above in listening, speaking, and writing. Gender, number, and subject pronoun-verb agreements are necessary to convey meaning.	Realization that basic word order in English and Spanish is fundamentally the same with respect to the position of subject, verb and predicate; however, object pronouns precede verbs unless the verb form is an affirmative command, gerund, or infinitive.

Grade Nine in a Four-Year Sequence

Vocabulary		
LISTENING	Approximately 1,000 lexical items	Basic items: Samples of all forms listed under Morphology, Level I, i.e., definite and indefinite articles, interrogatives, verbs ser and estar in present tense, suitable examples of regular verbs, etc. Content words: greetings leave taking classroom expressions numbers 1-1,000 colors clothing telling time (clock) dates (calendar) school building family parts of body common foods weather Christmas - (outside of basic text) age birthdays - (outside of basic text) sports diversions telephone conversation house daily routine Readings should involve mainly vocabulary which has been learned earlier; this will include the specific utterances which the student has mastered and recombinations of those utterances.
SPEAKING	Up to 800 words and expressions	
READING	Approximately 1,200 lexical items	
WRITING	Up to 800 words and expressions	
CONCEPT	In spoken and written form, words make up a language. To communicate in that language one must grasp their meaning, isolated or in context, with conscious reference to English.	

Grade Nine in a Four-Year Sequence

Culture

LISTENING SPEAKING READING WRITING

Present patterns of behavior typical of Spanish-speaking people such as:
- greetings
- showing respect (tu and usted)
- introducing friends
- la piñata
- la siesta
- el patio
- names of married women
- proverbs

Introductions to the following:
- El Cid
- La Araucana
- Jose Martí
- Marianela
- Don Quixote

Student participation in the activities mentioned above. Teachers should try to obtain student participation by asking questions in Spanish about the materials covered. Selections from children's literature, singing, etc. Presentation of small units of cultural content clarifying special points which vary between English and Spanish-speaking cultures; meals, holidays, marriage, the family, etc. Dictations emphasizing special units of cultural content and other written exercises requiring students to use key words illustrating their knowledge of behavior and culture. Develop an appreciation and understanding of the patterns of behavior and units of culture characteristic of Spanish-speaking peoples. Create an atmosphere in the classroom which fosters an interest to furthering knowledge about Spanish-speaking countries.

Films:
- La ciudad de Mexico (to accompany lesson 14 of basic text)
- La Universidad (to accompany lesson 15 of basic text)

Refer to Appendix for lists, bibliographies and suggestions.

CONCEPT

Cultural items are an integral part of a language. In listening to or reading the language, one must be aware of the nuances of cultural forms. To speak or write the language correctly also means to use culturally acceptable forms.

SPANISH - Learning Spanish the Modern Way-II
by Brenes, et al
Grade Ten in a Four-Year Sequence

	Phonology	Morphology	Syntax
LISTENING	Review basic phonology as listed in grade nine. Also present vowel clusters, emphasizing diphthongs; fusion of vowels (¿dónde estás?); linkage (los alumnos).	Imperfect. Imperfect vs. preterite. Progressives and perfects. Present and imperfect subjunctive. Indicative vs. subjunctive. Sequence of tenses. Formation of adverbs. Comparatives and superlatives. Modals - volver a, otra vez, de nuevo. Conditional. Irregular verbs: andar, caber, caer, conocer, dar, decir, estar, haber, hacer, incluir, ir, oír, poder, poner, producir, querer, saber, salir, ser, tener, traer, valer, venir, ver.	Position of reflexive pronouns. Word order with gustar, faltar, parecer, etc. Word order with passive voice. Use of subjunctive in subordinate sentences. Position of indefinite pronouns. Word order in comparisons of adjectives and pronouns. Position of relative pronouns.
SPEAKING	Phrases emphasizing the production of vowel clusters, diphthongs; fusion of vowels, and linkage; sounds involving the points listed above - always with practical materials in complete meaningful utterances.	Change from present to imperfect subjunctive, use of the subjunctive; passive voice with se and ser (review): si clauses in the subjunctive.	Drills emphasizing the position of reflexive pronouns, the word order with gustar, faltar, parecer; the passive voice. Drills requiring the use and correct word order with the subjunctive. Make comparisons with adjectives and pronouns.
READING	Recognize vowel clusters, diphthongs, fusion of vowels and linkage in reading selections. Practice reading sounds represented by the following spellings: ll, y; qui, que; ca, co, cu; b, v; j; ge, gi, ga, go, gue, gui, güe, güi, gua, guo. Observance of accents which break diphthongs: caído, traído, Raúl.	Supplementary readings involving the subjunctive in as many forms as possible. Assign a graded reader or other material incorporating the basic grammatical forms listed above.	Expose students to supplementary readers where basic word order is found in new context. Provide more complex reading in order that students encounter basic word order in varied contexts.

SPANISH - Learning Spanish the Modern Way-II
by Brenes, et al
Grade Ten in a Four-Year Sequence

	Phonology	Morphology	Syntax
WRITING	Dictations and other written exercises emphasizing knowledge of written symbols for sounds listed in the reading section.	Give students contexts requiring them to choose between the: imperfect and preterite, indicative and subjunctive, sequence of tenses, the correct use of the passive voice construction. Additional reading exercises involving the use of the grammatical forms listed previously.	Write short sentences in which word order is stressed. Give the infinitive of reflexive verbs or expressions requiring the subjunctive; change active to passive voice; cues requiring the use of gustar, faltar, etc. (All material written by the students should be in complete and meaningful sentences.)
CONCEPTS	Differentiate between syllabication in writing (los-a-lum-nos) and speaking (lo-sa-lum-nos). Realization of the relationship between spelling and sounds.	Realization that people speaking Spanish express ideas with different grammatical structures (indicative and subjunctive, imperfect and preterite). The subjunctive is very commonly used in Spanish and is necessary if one wants to speak the language idiomatically.	Realization on the part of the student that word order in English is fundamentally the same as that of the Spanish with a few exceptions; position of object pronouns and reflexive pronouns, idiomatic expressions (gustar, faltar).

Grade Ten in a Four-Year Sequence

	Vocabulary		Culture
LISTENING	1,200 lexical items above Level I	Basic items: Necessary vocabulary to understand simple statements incorporating the basic grammatical forms outlined for Levels I and II within contexts utilizing the most functional patterns and vocabulary: Verb forms like gustar, faltar; use of the imperfect and preterite, future and present progressive, use of the object pronouns. Content words pertaining to: daily routine telephoning shopping letters post office restaurant community transportation city (Latin American vs. North American) travel animals holidays bullfight	Expose students to selected topics presented in short conversations. Topics suggested at this level include songs, music, childhood literature, proverbs, games, festivals... activities related to the climate and cultural heritage, as illustrated by films, slides, tapes, records, and guest speakers of their own age. Student participation in the activities mentioned above. Teachers should try to obtain student participation by asking questions in Spanish about the materials covered. Present small units on cultural topics as illustrated readings. Elementary supplementary readings emphasizing cultural content. Written exercises requiring students to use the key words illustrating their knowledge of patterns of behavior and culture. Dictations emphasizing special units of cultural content. Develop an appreciation and understanding of the patterns of behavior and units of culture characteristic of Spanish-speaking peoples. Create an atmosphere in the classroom which fosters an interest in furthering knowledge about Spanish-speaking countries. Refer to Appendix for bibliographies, source lists, suggestions and word lists.
SPEAKING	800 lexical items above Level I		
READING	1,200 lexical items above Level I		
WRITING	800 lexical items above Level I		
CONCEPT	Words and expressions in Spanish are sometimes closely related to English but more often differ in range of meaning. Vocabulary is influenced by historical background, social customs, and other factors.		In listening, speaking, reading and writing cultural patterns are obvious and must be observed by a native or non-native speaker of the language.

SPANISH - Galería Hispánica by Lado, Adey, et al

Grade Eleven in a Four-Year Sequence

	Phonology	Morphology	Syntax
LISTENING	Reinforce intonation patterns in statement, questions and commands. Reinforce auditory discrimination among verb tenses studies. Review dental and velar n, initial and intervocalic d, g, b. Review vowel clusters, liaison and linkage.	Expansion of the knowledge of the following points: all pronouns; ser and estar; imperatives; gender and number of articles, pronouns and adjectives; most commonly used irregular verbs; cardinals and ordinals; negative words; form and use of the subjunctive (recognition); review of morphology from grades nine and ten.	Reinforce knowledge of the form and position of pronouns, demonstrative pronouns and adjectives; possessives, indefinite pronouns; comparisons of adjectives and adverbs. Reinforce auditory discrimination with respect to the above items.
SPEAKING	Production of intonation patterns in statements, questions and commands. Dental and velar n, initial and intervocalic d, g, b. Oral discrimination among verb tenses. Production of r, rr; initial, intervocalic and terminal r, stressed and unstressed vowels.	Reinforce ability of student to change person and number of verbs and pronouns; change number and gender of nouns and adjectives; use of the subjunctive; use of negatives. Reinforce points listed above in conversation.	Reinforce use of the form and position of personal pronouns; demonstrative pronouns and adjectives; indefinite pronouns; comparisons of adjectives and adverbs. Reinforce the utilization of the above items in meaningful utterances related to daily situations.
READING	Recognition of stress patterns and accentuation. Review qui, que; ca, co, cu, ch; ga gue, gui, go gu; gua, guo, güe, güi; j; ge, gi (je, ji); h; initial r and rr. Read aloud with proper pronunciation and intonation.	Exposures to readings in which these structures are emphasized. Expand the functional vocabulary used to present the basic grammatical forms listed in listening and speaking.	Expose students to additional forms and word order by the continued use of supplementary readings (limited). Provide more complex sentences where students encounter word order in a more varied context and in the use of prepositions.

SPANISH - Galería Hispánica by Lado, Adey, et al

Grade Eleven in a Four-Year Sequence

	Phonology	Morphology	Syntax
WRITING	Spell correctly vowel and consonant sounds listed previously. Take dictations in the foreigh language emphasizing the representation of these sounds. Rewrite short sentences and do other written exercises using material previously illustrated.	Reinforce ability to write answers to questions requiring the use of gender and number of adjectives and nouns; person and number of verbs and pronouns. Rewrite simple sentences and do other written exercises requiring knowledge of the basic grammatical forms listed in listening and speaking.	Reinforcement of the use of the items listed in listening and speaking with emphasis upon written exercises like short sentences and/or dialogues. Rewrite statements in the form of questions, commands, and negatives.
CONCEPTS	Reinforce the knowledge of the relationships between sounds and written symbols in Spanish.	Expansion of knowledge about and use of basic grammatical forms listed above in listening, speaking, reading, and writing.	Expand ability to distinguish between basic word order in statements, commands, and negatives. Expand the ability to understand, speak, read and write meaningful sentences emphasizing the word order suggested above.

Grade Eleven in a Four-Year Sequence

Vocabulary	Culture
Increase in vocabulary cannot be stated in figures. Passive vocabulary will be larger than active, but extent of both will depend on student's ability and willingness to speak and read Spanish. A variety of graded readers may be used at this level. Much of the passive vocabulary will depend upon the selection of reading materials and textbooks. A vocabulary suitable for writing letters and compositions should be developed. Topical vocabulary might include: current events sickness and doctor education government history Increase the ability of students to make active use of vocabulary items to express what they want to say. Activities might include directed talks by individual students, conversations between students, debates, etc.	Cultural items at the third level might include: Spain government educational system recreation historical highlights (especially the conquest of South and Central America) South and Central American nations (topics similar to those for Spain) Spanish influence in North America The cultural study is done mainly in Spanish with some supplementary reading in English. Activities might include: listening to recordings and viewing films, filmstrips, and slides; discussing what has been heard or read; reading of various kinds including graded readers, periodicals, poetry, and literary prose; writing letters, reports, or compositions. Film: "La feria regocijo de Sevilla"
Spoken and written vocabulary differ in volume and kind. The command of a large vocabulary can be achieved only through constant listening, speaking, reading, and writing practice.	The Hispanic culture must be evaluated objectively and on its own merits. The Spanish have made many contributions to American culture.

SPANISH - *Tesoro Hispánico* by Lado, Adey, et al

Grade Twelve in a Four-Year Sequence

	Phonology	Morphology	Syntax
LISTENING	Reinforce the contrast among unstressed vowels. Reinforce auditory discrimination of all consonant sounds. Review and reinforce liaison and linkage.	Review use of the subjunctive, imperfect vs. preterite, *por* and *para*, the passive voice, stem-changing verbs. Progressive and perfect tenses, comparisons of adjectives. Reflexive verbs. Reinforce understanding of verbs like *gustar*, *faltar*, *parecer*, etc.	Reinforcement of knowledge with respect to the word order in sentences with *gustar*, *faltar*, *parecer*; passive voice; comparison of adjectives; use of subjunctive in subordinate clauses.
SPEAKING	Reinforce the production of all consonant sounds. Reinforce proper liaison and linkage in speaking at near-native speed.	Use of the above items in speaking at near-native speed and in contexts that are understandable to native speakers. All pronouns should now be in the active repertoire of the student as should all uses of the articles.	Speaking situations emphasizing the above items in basic word order.
READING	Read materials with proper pronunciation and intonation at normal speed. (Enact roles in plays and other works which exemplify the ways in which changes in phonology affect meaning.) Reinforce ability to associate written symbols with sound.	Presentation of the above items in expanded usage (specifically contrasting: Preterite and imperfect; *por* and *para*; forms of the passive voice; comparisons of adjectives. Use of the subjunctive. Reflexive verbs).	Provide supplementary readings stressing the importance of basic word order as outlined above.
WRITING	Have students paraphrase in writing what they hear (short dialogues or stories); exercises incorporating the more difficult spelling: *h*, *j*, *ge*, *ji* (*je*, *ji*), *gue*, *gui*, *y*, *n*, *ll*, *rr*, *y*, *b*, diphthongs; silent vowels in linkage.	Use of the above items in written exercises according to a specific grammar point using the passive voice; *por* and *para*; imperfect and preterite, subjunctives, comparison of adjectives, progressive and perfect tenses; *gustar*, faltar, etc. Stem changing verbs, reflexive verbs.	Have students write sentences and do other written exercises according to specific points of word order, position of pronouns, passive voice, use of subjunctives in subordinate clauses; comparison of adjectives; *gustar*, *faltar*, *parecer*, etc.
CONCEPT	Poetic forms of the language may differ from everyday spoken and written Spanish. Spanish has a highly consistent punctuation.	Full realization on the part of the student that Spanish-speaking people express ideas differently from English-speaking people.	Expand the ability to understand, speak, read, and write meaningful sentences emphasizing the word order suggested above.

Grade Twelve in a Four-Year Sequence

Vocabulary	Culture
A student should be able to understand standard Spanish in normal conversational contexts. He should have an active speaking vocabulary appropriate to his age and capacity enabling him to communicate in Spanish. He should recognize in context a wide range of vocabulary items. If he is planning to continue Spanish in college he should do extensive outside reading to familiarize himself himself with many literary forms, words and expressions. A student should have a writing vocabulary which is appropriate to the occasion.	A student should listen with understanding to audio stimuli and detect nuances of meaning relating to common aspects of Hispanic culture. He should speak and write in culturally acceptable forms and in his speech and writing reveal some knowledge of the people who speak Spanish. He should read everything from newspapers to works of literature with an understanding of its place within the Spanish culture. A student planning to continue his studies of Spanish in college should familiarize himself with literature in his field of interest.
Spoken and written communication employs a large volume and variety of words and expressions.	A knowledge of culturally acceptable forms and of the Spanish heritage is a part of learning the Spanish language. Works of literature can be appreciated best in the language in which they were written.

IDIOMS

Grade Seven - Level I (first half)
From Basic Text

Como se llama Ud.? (and all variations)

llamar por telefono - to call on the telephone

(¿De parte dequién?)
(De parte de name)

sacar una nota

hacer with weather
sol
viento
calor
frio
fresco
buen tiempo
mal tiempo
Hace viento.

tener hambre, sed, calor, frio

hacer un viaje - to take a trip

¿Qué tal? How are things, how's it going?

tener cuidado - to be careful

tener razon - to be right

tener que - to have to

a tiempo - on time

todo el mundo - everyone

sobre todo - above all, especially

todos los - every

de todas partes - from all over

tomar, to eat or drink (in addition to take)

a veces - at times

en voz alta - in a loud voice

hacer la maleta - to pack the bag or suitcase

arreglar la maleta (same)

hay - there are, there is

por favor - please

de nada - you're welcome

¿Qué hora es? What time is it? (and related expressions)

IDIOMS

Grade Eight - Level I (second half)
From Basic Text

acabar de - to have just

a causa de - because of

por fin - finally

a lo lejos - far away, in the distance

de neuvo - again, once more

sufrir una prueba - to take a quiz or test

no hay remedio - there's no way out, it's unavoidable

a la vez - at the same time

hay que - one must, to have to

por consiguiente - consequently

a las (dos) semanas - in (two) weeks

en aquel entonces - at that time

se levanto el sol - the sun rose

se puso el sol - the sun set

en el camino - on the way

tener exito - to be successful

en cuanto - as soon as

en seguida - at once, immediately

tropezar con - to stumble against

segun - according to

IDIOMS

Grade Nine - Level II in a Six-Year Sequence (from basic text)
Grade Ten - Level II in a Four-Year Sequence (from basic text)

acudir a - to hasten to

ademas de - besides

ahora mismo - right now

el (ano) que viene - next (year)

el (ano) pasado - last (year)

asi es que - therefore

(billete) de ida y vuelta - round trip (ticket)

dar brincos - to leap

tener calor, frio, etc. - to be warm, cold, etc.

en casa - at home

en autobus, barco, etc. - by bus, boat

a causa de - because of

al campas - in time, keeping step

con permiso - excuse me

dar con - to come upon, find

cuenta de ahorros - bank account

tener cuidado - to be careful

echar la siesta - to sleep the siesta

el (lunes) - on (monday)

en especial - especially

en punto - sharp, on the dot

por eso - therefore

al fondo - in the background

hacer mucho - to be along while ago

hacer poco - to be a little while ago

hasta luego - see you later

hoy dia - nowadays, these days

irse - to go away

lo contrario - the opposite

lo mismo - the same thing

estar malo - to be ill

por la manana (noche) - in the morning (evening)

de la manana (noche) - A.M. (P.M.)

por lo menos - at least

a menudo - repeatedly, often

mientras que - while, whereas

todo el mundo - everyone

de nuevo - again

estar para - to be ready for, to be in the mood for

a pesar de - in spite of

a pie - on foot

por ultimo - finally

por esto - for this reason

de pronto - suddenly

tener razon - to be right

sobre todo - especially, above all

tener sueno - to be sleepy

sufrir una prueba (examen) - to take a quiz or test

Que tal? - How are things? How's it going?

mucho gusto, tanto gusto - I'm happy to know you, how do you do (in meeting someone)

mas tarde - later

por la tarde - in the afternoon

de la tarde - P.M.

tener que ver con - to have to do with

tener miedo - to be afraid

todos los - every

de todas las partes - from everywhere, all over

de vuelta - on return

ya no - no longer

tomar - to take or have food, to eat, to drink

IDIOMS

Grade Ten - Level III in a Six-Year Sequence
Grade Eleven - Level III in a Four-Year Sequence

iojala! - I hope

como si + imperfect subjunctive - as if

ique! - what (a)!

poco a poco (+ ir + gerund) - little by little

hay que; habia que - one must

cada vez que (with imperfect) - each time

cuando (with imperfect and preterite) - when

volver a (+ infinitive) - to return to

hacer (+ time expressions)

darse cuenta de - to realize

claro que - of course

recien (+ participle)

ponerse; ___de pie; ___de rodillas; ___+ adjective; ___a + verb

de veras - really, truly

en vez de - instead of

idioms with ser and estar (estar de acuerdo, estar triste, ser de + place, etc.)

quitarse + clothing - to take off

sin embargo - however, nevertheless

ponerse + clothing - to put on

acabar con - exterminate, destroy, kill

acertar a - to happen upon, hit by chance

de acuerdo con - in keeping with

en adelante - in the future

a mas no poder - to the utmost

asimismo - exactly; so, too; in like manner

dar en el blanco - to hit the mark

buen mozo - good looking fellow

al cabo de - at the end of, finally

llevar a cabo - to carry out (an order)

dejar caer - to drop

en cambio - on the other hand

a la carrera - at full speed

en caso de (que) - in case

soner cerco - to surround, siege

por cierto - certainly

en consecuencia - consequently

de (por) consiguiente - consequently

en cuanto - as soon as

por se cuenta - on one's own

a cuestas - on one's shoulders or back

cuesta arriba - uphill

darse el gusto - to take pleasure in, to enjoy, have the pleasure of

desde leugo - of course

dar entrada - to allow someone to enter

a escondidos - secretly

estrechar la mano - to shake hands

tener exito - to be successful

hacer fila - to line up

por fin - finally, at last

a fin de que - so that

hacer fuego - to shoot

a guisa de - in the manner of

a gusto - at one's will, to one's taste or judgment

pasar hambre - to be hungry

hatillo de trapon - a few ragged clothes

al hilo - parallel, side by side, the length of

a la intemperie - outdoors

hacer de jefe - to act as chief

junto a - next to

llevarse chasco - to be disappointed

en medio de - in the middle of

el (la) menor - the younger, youngest

mientras tanto - meanwhile

al momento - right away

ni siquiera - not even

de ninguna manera - by no means

al parecer - apparently

dar un paseo - to take a walk

de pronto - suddenly

a punadas - in fistfuls

recibir calabazas - to be given a cold shoulder, to be given the gate

para si - to himself

sobra de - in excess

tener ganas de - to wish, want

tener la culpa - to be at fault, to be guilty

tirar una moneda - to flip a coin

en torna de - around

trater de - to try

a traves de - through

tener verguenza - to be ashamed

a veces - sometimes

de vez en cuando - from time to time, once in a while a la vez - at the same time

por lo vista - apparently

dar la vuelta - to turn around

IDIOMS

Grade Eleven - Level IV in a Six-Year Sequence
Grade Twelve - Level IV in a Four-Year Sequence

tener acero - to be strong

acortar terreno - to take a shortcut

de acuerdo con - according to, in accordance with

estar de acuerdo con - to agree with

para sus adentros - under his breath

por aficion - by choice

afinar la punteria - to aim well

ajustar cuentas - to settle accounts

alambre de pua - barbed wire

hacer alarde - to boast or brag of something

al alcance de - within, within reach

los alrededores - surrounding area, outskirts

hacer alto - to stop

hecho un andrajoso - looking ragged

sociedad anonima - corporation

apurar un vaso - to drain a glass

hecho de armino - as pure as ermine, innocent

avion a chorro - jet

avion a retro-impulso - jet

avivar el ojo - to be watchful

ay de mi! - woe is me!

en ayunas - fasting, without eating

al azar - at random

balso de aceite - place in the country (i.e. uncultured area)

bienes - goods, property

con un palmode boca abierta - with his mouth wide open, astounded de boca en boca - from mouth to mouth

a bortones - in spurts or gushes

a bordo - aboard

estar de broma - to be joking, to be in a joking mood

en bruto - indelicate, unrefined

andar de cabeza - to be worried, upset

al cabo - at last

al cabo al - at long last, in the long run

llevar a - to carry out, accomplish

cada quien - everyone, each one

cada cual - everyone, each one

hacer calceta - to knit

cambiar de opinion - to change one's mind

cambiando un guino - winking at one another

en cambio - on the other hand

camino de - on the way to

mujer de caracter - quick-tempered

a cargo de - in charge of, under the direction of

hacer caso - to pay attention

no es del caso - it is impossible

ceder el paso - to allow to go ahead

sentir celos - to be jealous

tener celos - to be jealous

cenido el acero - with a sward girded on

inclinar la cerviz - to bow one's head

bajar la cerviz - to bow one's head

de ciento al cuarto - of little value

clavados en sus sillas - stuck to their chairs codo con codo - elbow to elbow

dar de comer - to feed

para con - with respect to, toward

con que - so that

con tal que - provided that

conciliar el sueno - to get to sleep

constar de - to be composed of

de contado - instantly, immediately

contar (diez) anos - to be (ten) years old

contar con - to count on

de coro - by memory

como de costumbre - as usual

de costumbre - usual, usually

horas de creciente - time when the tide rises

de cuadra - square

cuanto antes - as soon as possible

en cunato - as soon as

en cuanto a - regarding

en cuesta baja - downhill

echar la culpa - to blame

me cumple - it's time for me

datado de chispa de razon - endowed

dar a conocer - to make known

dar golpes - to hit, beat

dar vueltas - to turn around or over

darse en bledo - not caring two hoots

el demonio del viejo! - devilish old man!

queda demostrado - it has been proved

dentro de si - within itself

tendra el descaro - he will have the nerve

descorrer la cortina - to draw the curtain

soner al descubierto - to reveal

desparramar la vista - to look around

a despecho - in spite of

dominio de si mismo - self control

con donaire - gracefully

lo ecumenico - universal idea

echar una flor - to flatter

echar a perder - to waste, ruin

echar una siesta - to take a nap

emprender su camino - to go his own way

como por encanto - as if by charm

encogerse de hombros - to shrug one's shoulders

estar entendidos - to have an understanding

romper las entranas - to break one's heart

escapar con - to make off with

a espaldas - behind

de espaldas a - with the back to

estar hecha una estantigua - to look a fright

de estrago en estrago - from bad to worse

en el extranjero - abroad

hacer falta - to need

al fiado - on credit

a fin de que - in order to

al fin - finally

al fin y al cabo - after all

en fin - anyway

por fin - finally, at last

frente a - against

frente a frente - face to face

en frente - opposite, in front

fruncir el ceno - to frown

fuera de si - beside himself

ponerse en fuga - to run away

estrella fugas - shooting star

no me da la gana - I don't want to

hacer gesto a - to make a sign

grabados a fuego - branded

hacerle gracia - to think something is amusing or funny

en guisa de - in appearance

haber de - to have to, should, must

he aqui - here is

ojos hidropicos - watery eyes

mala hierba - weed

marca del hierro - brand

hojas de la puerta - sections of a door

en lo hondo - in the depths

por igual - equally

dar impulso - to stimulate, encourage

a impulsas de - propelled by, blown by

con inquietud - anxiously

hacer juego - to match

junto a - next to

a lo largo de - along, through

que lastima! - what a shame!

a lo lejos - in the distance

bellas letras - fine arts

plata de ley - sterling silver

a la ligera - quickly

en limpio - net price, clearly

dar lugar a - to give occasion for

aqua llovediza - rain water

a machamartillo - firmly, tightly, with blind faith

de maniobras - drilling

poner manos en la obra - to get to work

a manotadas - by stripping

poner en marcha - to start, to put into operation

al margen - related to

a mediados de - about the middle of

por medio de - by means of

a lo mejor - maybe, probably, like as not

a menos que - unless

cuando menos - at least

menos mal - fortunately

a menudo - repeatedly, frequently

mientras tanta - meanwhile

de modo - so that

con motive de - on the occasion of

dar muerte a - to kill

multa fuerte - big fine

dejar a buenas noches - to leave in the dark

quedar a buenas noches - to be left in the dark

lo oido - what had been heard
oler a - to seem like
dar palmadas - to clap hands
se dio una palmada en la frente - hit himself on the forehead
gramatica parda - sagacity, horse sense
en ninguna parte - nowhere
por todas partes - everywhere
a partir de - after, beginning with
hacerse pedazos - to fall to pieces
a caballo en pelo - riding bareback
a duras penas - with great difficulty
echar a perder - to ruin
llegar de perlas - to be very appropriate
a pesar de - in spite of, notwithstanding
de pie (or) en pie - standing
a pie - on foot
pildoras de plomo - bullets
sentar plaza - to gain entry
en poder de - in the hands of
en pos de - after
de toda mi predileccion - of whom I was very fond
pedir prestado - to borrow
por lo pronto - for the time being, for the present
a proposito - by the way
buen provecho - may it do much good to you (used when eating or drinking)
hacer puente - to have an extra holiday
puesto que - since
a pulso - the hard way

en puntillas - on tiptoe
punto de arranque - beginning or starting point
a punados - abundantly
quedar en - to agree on, to agree to
quemarse las cejas - to study with intense application
sin querer - unintentionally, unwillingly
rabo del ojo - corner of the eye
a razon de - at the rate of
en razon - sensibly
sin rebozo - without secrecy
recuerdos - regards
recuperar el tiempo perdido - to make up for lost time
al rededor - round about, there about
a reganadientes - reluctantly
partida de registro - registry of vital statistics
echarse a reir - to burst out laughing
de repente - suddenly
al reves - backward, on the back
soltar una risotada - to burst out laughing
sacar en limpio - to get out of
salirse con la suya - to have one's own way
salga lo que salga - whatever the outcome
a salvo - without losing any
a la sazon - at that time
a secas - solely
senas - address
a no ser - unless it be, except
siempre que - provided that, whenever

situarse en el terrano - to meet on friendly terms

soltar la carcajada - to burst out laughing

de sopeton - suddenly

entre sorbo y sorbo - between sips

de esta suerte - in this way

por supuesto - of course

tablero de damas - checkerboard.

tal cual - so-so, such as it is

tal cual letra - fair amount of cunning

estar al tanto de - to be aware, to know

por lo tanto - therefore, for the reason expressed

telon defondo - background

en primer termino - in the foreground

en segundo termino - in the second place

tienda de compana - tent

con tiento - by touching, prudently

dar tientos - to touch carefully

sin tino - without moderation

en tiros - on shooting matches

de tiro - draft

en torno a - around, round-a-bout

a todo trapo - with all the might

de veras - really, truly

por lo visto - evidently

volver a (+ infinitive) - to do again

volver en si - to regain consciousness, to come to

dar vueltas - to turn (around)

dar la vuelta - to turn around

IDIOMS

Grade Nine - Level I in a Four-Year Sequence (from basic text)

Como se llama? (and related forms) - What's your name?
pasar lista - to take attendance
Que tal? - How are things? How's it going?
Mucho gusto, tanto gusto - How do you do? I'm happy to know you. etc.
Que hora es? (and related forms) - What time is it?
sufrir una prueba - take a test
por eso - therefore, so
sacar notas - to get grades
Que tiempo hace? (and related forms) - What's the weather
en seguida - at once, immediately
tener hambre, sed, etc. - to be hungry, thirsty
favor de --- - please
acabar de - to have just (finished)
llamar por telefono - to call on the phone
De parte de quien? - Who's calling?
de parte de (Juan) - (Juan) is calling
Pasa. - come in.
a sus ordenes - at your service
con permiso - excuse me
darse prisa - to hurry up
Hacer un viaje - to go on a trip
se puso el sol - the sun set
se levanto el sol - the sun rose
arreglar la maleta - pack the suitcase or bag
hacer la maleta - (same)

cuantos anos tiene usted? (and related forms) How old are you?

hasta luego - see you later

por favor - please

de nada - you're welcome

hay - there is, there are

IDIOMS

Level III - Verbs that change meaning in the reflexive form

agitarse - to become excited

asegurarse - to be sure, to assure oneself

avergonzarse - to feel ashamed

comprometerse - to become engaged

empenarse en - to insist (upon)

enamorarse de - to fall in love with

esforzarse - to make an effort

exponerse - to lay oneself open to

extranarse - to refuse

fijarse - to notice, pay close attention, fix attention on

guardarse (de) - to guard against

inquietarse - to become uneasy or worried

instalarse - to move in, settle

irse - to go away

negarse - to refuse

ocuparse de - to take care of, pay attention to

precipitarse - to throw oneself headlong

preocuparse - to worry

reirse de - to laugh at

retirarse - to leave

usarse - to be in vogue

vaciarse - to spill; to divulge a secret

IDIOMS

Level IV - Verbs which change meaning in the reflexive form

acordarse - to remember
afanarse - to act anxiously
alejarse - to move away, to go away
balancearse - to sway, to rock, to swing
burlarse - to make fun of
celebrarse - to take place
conformarse - to yield, submit, accomodate
deshacerse - to dissolve, destroy
dirigirse - to move toward, to address oneself
disgustarse - to be displeased, to be hurt
dolerse - to complain
empenarse - to insist
encapotarse - to cloud (up or over)
encararse con - to face
encontrarse - to be
encontrarse - to meet
enfrentarse con - to deal with, cope with
entregarse - to give oneself up
erguirse - to be puffed up with pride
establecerse - to settle
exaltarse - to become excited
extranarse - to wonder
fiarse de - to rely on
filtrarse - to slip in, to filter in
incorporarse - to set up
incorporarse a - to join, to enlist

introducirse - to get in

juntarse - to gather, to meet

juzgarse - to consider oneself

llenarse - to fill up

marcharse - to leave

mejorarse - to recover, get better

mudarse - to change (clothes)

obedecer a - to be due to

ocurrirse - to get an idea

ofenderse - to take offense

ofrecerse - to volunteer

oponerse - to oppose, object

ponerse triste - to become sad

ponerse de pie - to stand up

preguntarse - to wonder

proponerse - plan, intend, mean

quitarse - to take off

recrearse - to have a good time

remontarse - to go back in time, to have origin

rendirse -to become exhausted

reportarse - to control oneself

resistirse - to refuse

retirarse - to retire, withdraw, move away

reunirse - to meet, get together

sonarse - to blow one's nose

verificarse - to take place

SUPPLEMENT TO IDIOMATIC EXPRESSIONS

Level I

1. Adios
2. amenudo
3. A que hora . . . ?
   a la una, a las dos, etc.
4. Buenos dias (tardes, noches).
5. Como esta usted?
   Asi, asi, gracias.
   Bien, gracias.
   No muy bien, gracias.
6. Como se dice ...?
7. Como se llama usted?
8. Cual es la fecha de hoy?
   Hoy es ...
9. De quien es ...?
10. Dispense usted.
11. en casa
12. estar bien (mal)
13. Es verdad.
14. Gracias
    No hay de que.
15. Hasta manana (la vista, luego).
16. Hola!
17. ir a casa
       a la escuela
       de paseo
18. mas tarde
19. muchas veces
20. otra vez
21. por favor
22. Que quiere decir . . . ?
23. Que tal?
24. Sin novedad.
25. tener anos (calor, frio,
    hambre, sed, sueno)
26. todos los dias (los domingos)
27. todas las semanas
28. todo el mundo
29. A cuantos estamos?
30. a tiempo
31. Bienvenido!
32. Como no!
33. Concedido!
34. Con permiso.
35. creer que si (no)
36. dar la mano
       las gracias
37. dar un paseo (a caballo,
    a pie, en automovil)
38. de nuevo
39. en punto
40. estar de pie
41. hacer el favor de + inf.
42. hay que + inf.
43. la leccion de espanol
    (de ingles)
44. la semana proxima
    (que viene, pasada)
45. pocas veces
46. poco a poco
47. poner la mesa
48. por eso
49. por la manana
    (tarde, noche)
50. por todas partes
51. prestar atencion
52. querer a
53. saber + inf.
54. salir bien (mal)
55. ser hora de + inf.
56. tener miedo
57. tocar el piano (el violin)
58. un poco de . . .

SUPPLEMENT TO IDIOMATIC EXPRESSIONS

Level II

1. acabar de + inf.
2. a eso de
3. a la derecha (izquierda)
4. ahora mismo
5. al aire libre
6. al fin
7. algunas veces
8. Adelante!
9. a pesar de
10. aprender de memoria
11. a veces
12. de buena (mala) gana
13. de cuando en cuando
14. de vez en cuando
15. de esta manera
16. dejar de + inf.
17. de noche (dia)
18. de pronto
19. de repente
20. De veras?
21. en casa de
22. en lugar de
23. en vez de
24. en voz alta (baja)
25. es decir
26. estar de vuelta
27. faltarle algo a alguien
28. guardar cama
29. hace poco
30. hacer compras
31. hacer el baul
32. hacer un viaje
33. hacer una pregunta
34. hacer una visita
35. hay lodo (luna, neblina, polvo, sol)
36. ir de compras
37. jugar a
38. los (las) dos
39. manana por la manana; etc.
40. no vale la pena de + inf.
41. por fin
42. Que hay de nuevo?
43. Que pasa?
44. se hace tarde
45. tener exito
46. tener las manos frias (los ojos verdes)
47. tener prisa
48. tomar el desayuno
49. tratar de + inf.
50. todavia no
51. ya no
52. al contrario
53. a media voz
54. Buen provecho!
55. casarse con
56. Claro que St (no)!
57. contar con
58. cuanto antes
59. cuanto mas . . . tanto mas
60. cumplir con su deber (palabra)
61. dar a
62. despedirse de
63. de hoy en ocho (quince) dias
64. divertirse (Que se divierta mucho!)
65. echar de menos a
66. echarse a + inf.
67. echar una carta al correo
68. en cuanto a
69. frentea
70. gozar de
71. hacerle falta a alguien
72. hacerse entender
73. Hacia un mes que estaba aqui
74. ir a pie
75. la mayor parte de
76. llegar a ser
77. llevar a cabo
78. oir decir que
79. pedirle algo a alguien
80. pensar + inf.
81. pensar en (de)
82. ponerse + adj.
83. ponerse a + inf.
84. por lo menos
85. por supuesto
86. Que lo pase bien!
87. Que le vaya bien!
88. ser aficionado a
89. sin embargo
90. tal vez
91. tardar en + inf.
92. tener cuidado
93. tener que ver con
94. tener razon
95. tenga Vd. la bondad de + inf.
96. unos cuantos
97. Vamos!
98. vamos a + inf. (command)
99. venir a + inf.
100. volver a + inf.

SUPPLEMENT TO IDIOMATIC EXPRESSIONS

Level III

1. acabar por
2. a causa de
3. acercarse a
4. aficionarse a
5. a fines de
6. a fondo
7. a fuerza de
8. al amanecer (anochecer)
9. al contado
10. al fiado
11. al fin y al cabo
12. algo de nuevo
13. alguna vez
14. a lo lejos
15. al menos (a lo menos)
16. a los pocos dias (meses, anos)
17. a mediados de
18. ante todo
19. a plazos
20. a poco
21. apresurarse a
22. a principios de
23. a proposito de
24. aprovecharse de
25. aqui tiene Vd.
26. asi como
27. a solas
28. a su vez
29. a mi no me importa, etc.
30. a un tiempo
31. a ver
32. cada vez mas
33. caer en la cuenta
34. cambiar de
35. conforme a
36. convenir en
37. cosa de
38. cuidado!
39. dar con
40. dar en algo
41. darle ganas de
42. dar miedo a
43. dar por + past part.
44. darse por + past part.
45. dar un paso
46. dar voces (gritos)
47. de aqui (hoy) en adelante
48. de par en par
49. de rodillas
50. desde entonces
51. de todos modos
52. de una vez (de un golpe)
53. Disponerse a
54. dormir la siesta
55. en adelante
56. en aquel entonces
57. encaminarse a
58. en el extranjero
59. en el fondo
60. en ninguna parte
61. es que + clause
62. estar a sus anchas
63. estar a punto de
64. estar conforme
65. estar de acuerdo
66. estar para + inf.
67. estar por + inf.
68. fijarse en
69. guardarse de
70. guardar silencio
71. hacer caso de
72. hacer dano a
73. hacer el papel
74. hacer pedazos
75. hacerse cargo de
76. hacerse + noun
77. hoy mismo
78. lo de siempre
79. lograr + inf.
80. lo mas pronto posible
81. llevarse bien (mal) con
82. llevarse un chasco
83. mas bien
84. mas vale
85. no faltaba mas
86. no hay remedio
87. no obstante
88. no poder mas
89. no poder menos de + inf.
90. no solo...sino tambien...
91. oir hablar de
92. para con
93. parecerse a

94. pasar por + adj. or noun
95. perder cuidado
96. perder de vista
97. ponerse de acuerdo
98. ponerse en camino
99. por ahi (alli, aqui)
100. por completo
101. por consiguiente
102. por desgracia
103. por donde
104. por lo general
105. por lo tanto
106. por medio de
107. por otra parte
108. por ultimo
109. pues bien
110.quedarle algo a uno
111. Que hay?
112. Que importa?
113. Que le pasa?
114. raras veces
115. sano y salvo
116. servir de
117. servir para
118. Si no sabe nada!
119. Si que lo hara!
120. El no hablo, pero yo si
121. Sirvase Vd. + inf.
122. sobrarle algo a uno
123. sonar con
124. tener aficion a
125. tener celos de
126. tener derecho a
127. tener deseos de
128. tener en cuenta
129. tener fama de
130. tener lugar
131. tener mucho que + inf.
132. tocarle a uno
133. tratarse de
134. tropezar don
135. Vaya un chico!
136. volver en si
137. Ya se acabo.

TOPICAL VOCABULARY LIST, GENERAL

The Language Laboratory

el alto parlante - loud speaker

los auriculares or audifonos - ear or head phones

la cabina - booth

la cinta (magnetofonica) - (magnetic) tape

el disco (magnetofonico) - (magnetic) disc, record

la grabadora (de cinta) - (tape) recorder

grabar - to record

el microfono - microphone

el enchufe - plug

la entrada - input

external - external

la perilla - knob

la salida - output

el sonido - sound

el volumen - volume

Acerquese mas al microfono. - Get closer to the mike.

Aleje mas el microfono. - Move the mike away from you.

Aumentalo. - Turn it louder.

Escuche la grabacion. - Listen to the recording.

Hable en vos mas alta (mas baja, natural). - Speak in a louder (lower, natural) voice.

Hable mas rapido. (despacio). - Speak faster. (slower)

Imite lo que oiga. - Imitate what you hear.

Pare (Apague su maquine. - Stop (turn off) your machine.

Ponga en marcha. - Start, turn on.

Pongase (Quitese) los audifonos. - Put on (take off) your headphones.

Repita la repuesta. - Repeat the answer.

TOPICAL VOCABULARY LISTS

Level I

These topical vocabulary lists represent additional vocabulary that may be learned in Spanish Level I. They are grouped around specific topics to facilitate conversation and composition. There will be some duplication with the basic required vocabulary.

Idiomatic expressions appear in separate lists in this curriculum bulletin.

Infinitives appearing in the vocabulary lists are to be learned for their meaning.

For nouns such as *alumno*, *maestro*, etc., the feminine and plural forms are not listed separately if they offer no lexical difficulty.

1. AMUSEMENTS

la cancion
el cine
el concierto
el cuento
el disco
la musica
el paseo
la pelicula
el periodico
el programa
la radio
la revista
el teatro
la television
el tocadiscos
bailar
cantar
mirar

2. ANIMALS

el animal
el burro
el caballo
el elefante
la gallina
el gallo
el gato
el leon
el pajaro
el perro
el puerco
la serpiente
el tigre
el toro
la vaca

3. ARITHMETIC

el cuarto
entre
medio
menos
la mitad
el numero
por
son
y

4. BODY

la boca
el brazo
la cabeza
la cara
el cuerpo
el dedo
derecho
el diente
el estomago
izquierdo
los labios
la lengua
la mano
la nariz
el ojo
la oreja
el pelo
el pie
la pierna

5. BUILDINGS

la casa
el edificio
la estacion
el hospital
el hotel
la iglesia
el museo
el palacio
el puente
el templo

6. CITY

la avenida
la calle
la cuidad
la gente
el parque
la plaza
el pueblo
el ruido
el subterraneo

7. CLASSROOM

el asiento
el borrador
el cuadro
el mapa
la mesa
la pared
la pizarra
la puerta
el pupitre
la regla
el reloj
la silla
la tinta
la tiza
la ventana
abrir
aprender
estudiar

8. CLOTHING

el abrigo
la blusa
el bolsillo
los calcetines
la camisa
la cartera
la corbata
la chaqueta
la falda
la gorra
los guantes
las medias
los pantalones
el panuelo
la ropa
la ropa interior
el sombrero
el traje
el vestido
los zapatos
llever

9. COLORS

amarillo
azul
blanco
el color
gris
negro
pardo
rojo
verde

10. DAYS OF THE WEEK

domingo
jueves
lunes
martes
miercoles
sabado
viernes

11. DIMENSIONS

alto
ancho
bajo
corto
estrecho
grande
largo
pequeno

12. DISHES AND TABLE SETTINGS

la copa
la cuchara
la cucharita
el cuchillo
el mantel
el platillo
el plato
la servilleta
la taza
el tenedor
el vaso

13. FAMILY AND FRIENDS

la abuela
el abuelo
los abuelos
el amigo
la esposa
el esposo
la familia
la hermana
el hermano
los hermanos
la hija
el hijo
los hijos
el hombre
la madre
la muchacha
el muchacho
la mujer
la nieta
el nieto
los nietos
el padre
los padres
la parienta
el pariente
los parientes
el primo
el senor
la senora
la senorita
la sobrina
el sobrino
los sobrinos
la tia
el tio
los tios
el vecino
ayudar
visitar

14. FOODS

el agua
el azucar
el cafe
la carne
el chocolate
la ensalada
la gaseosa
el huevo
la leche
las legumbres
la mantequilla
el pan
las patatas
el pescado
la pimienta
el postre
el quesco
la sal
el te
el vino
beber
cortar
desear
tomar

15. FRUITS AND FLOWERS

la cerza
el clavel
la flor
la fruta
el jardin
el limon
la manzana
la naranja
la pera
la rosa
el tulipan
la violeta

16. FURNITURE

la alfombra
el armario
la cama
la comoda
la cortina
el escritorio
la lampara
los muebles
el sillon
el sofa
el telefono

17. HEALTH

bien
el dolor
el dolor de cabeza
la enfermedad
enfermo
el resfriado
la salud

18. HOUSE

el apartamiento
el ascensor
la casa particular
la cocina
el comedor
el cuarto
el cuarto de bano
el dormitorio
la habitacion
la llave
el patio
el piso
la sala
el sotano
el suelo
el techo
vivir

19. LANGUAGE

el aleman
el castellano
el chino
el espanol
el frances
el hebreo
el ingles
el italiano
el latin
la lengua
el portugues
el ruso
comprender
decir
hablar

20. LESSON

el cuaderno
el dictado
dificil
el ejercicio
el examen
facil
la falta
la frase
el grabado
el lapiz
la leccion
el libro
la pagina
la palabra
el papel
el parrafo
la pluma
la pregunta
la respuesta
la tarea
el trabajo
contestar
escribir
explicar
preguntar
responder

21. MATERIALS

el algodon
el hierro
la lana
la madera
el nilon
el oro
la plata
la seda

22. MEALS

el almuerzo
el camarero
la cena
la comida
el desayuno
el mozo
el restaurante
comer
preparar

23. MONTHS OF THE YEAR

abril
agosto
diciembre
enero
febrero
julio
junio
marzo
mayo
noviembre
octubre
septiembre

24. NATIONS

Alemania
la bandera
el Canada
la democracia
la dictadura
Espana
los Estados Unidos
Francia
Inglaterra
Italia
Mexico
las Naciones Unidas (ONU)
la Organizacion de Estados Americanos (OEA)
el pais
la patria
la republica
la Union Sovietica

25. NATURE

el aire
el arbol
el campo
el cielo
la estrella
la hierba
la luna
el mar
la montana
el monte
el mundo
la nube
la playa
el rio
el sol
la tierra

26. PROFESSIONS AND OCCUPATIONS

el abogado
el campesino
el carnicero
el cientifico
el comerciante
el chofer
el doctor
la enfermera
el medico
el panadero
el piloto
el presidente
el profesor
la profesora
el sastre
el soldado
trabajar

27. QUALITIES

alegre
bonito
bueno
cansado
debil
feliz
feo
fuerte
hermoso
importante
inteligente
joven
malo
mayor
menor
moreno
nuevo
perezoso
pobre
rico
rubio
simpatico
triste
viejo

28. QUANTITY

bastante
cuanto
demasiado
mas
menos
mucho
muy
poco
solamente
varios

29. SCHOOL

el alumno
ausente
la clase
el director
la directora
la escuela
el maestro
la sala de clase
presente
abrir
aprender
asistir (a)
empieza
ensenar
entrar (en)
escuchar
estudiar
leer
llegar
salir (de)
terminar

30. SEASONS OF THE YEAR

El Carnaval
el cumpleanos
la estacion
la fiesta
el invierno
la Navidad
el otono
la Pascua Florida
la primavera
el verano
El Dia de la Raza

31. SHOPS AND STORES

la bodega
la carniceria
el dinero
la farmacia
el mercado
la panaderia
el precio
el supermercado
la tienda
la tienda de ropa
la zapateria
comprar
valer
vender

32. TIME

anoche
el ano
ayer
el dia
la fecha
la hora
hoy
manana
la manana
la medianoche
el mediodia
el mes
el minuto
la noche
le semana
tarde
la tarde
temprano

33. TRAVEL

el automovil
el avion
la bicicleta
el camino
el este
el ferrocarril
el norte
el oeste
el omnibus
el sur
el tren
las vacaciones
el vapor
el viaje
bajar
caminar
pasar
regresar
subir
viajar

34. WEATHER

el calor
fresco
el frio
la lluvia
la neblina
la nieve
el paraguas
el tiempo
el viento
llueve (esta lloviendo)
nieva (esta nevando)

35. WHEN?

ahora
antes (de)
despues (de)
luego
nunca
pronto
siempre
tarde
temprano

36. WHERE?

abajo
alli
aqui
arriba
cerca (de)
debajo (de)
delante (de)
detras (de)
donde
en
entre
lejos (de)
sobre

37. MISCELLANEOUS

o
porque
que
sin
tambien

TOPICAL VOCABULARY LISTS

Level II

These topical vocabulary lists represent additional vocabulary that may be learned in Spanish Level II. They are grouped around specific topics to facilitate conversation and composition. There will be some duplication with the basic required vocabulary.

Idiomatic expressions appear in separate lists in this curriculum bulletin.

Infinitives appearing in the vocabulary lists are to be learned for their meaning.

For nouns such as alumno, maestro, etc., the feminine and plural forms are not listed separately if they offer no lexical difficulty.

1. ABSTRACTIONS

la amistad
el aspecto
la belleza
el caracter
el caso
la confianza
la costumbre
la esperanza
el favor
la fealdad
la forma
la hermosura
el interes
la manera
la mentira
la suerte
el titulo

2. AGE

el anciano
la edad
el joven
la juventud
la ninez
la vejez

3. AMUSEMENTS

el ajedrez
el baile
el balompie
la banderilla
el banderillero
el beisbol
las cartas
la caza
la comedia
la corrida
la cuadrilla
las dames
el deporte
el drama
el futbol
el jai alai
el juego
el matador
la natacion
la orquesta
el partido
la pesca
el picador
la representacion
el tenis
el torero
la tragedia
correr
ganar
jugar
nadar
patinar

4. ANIMALS

el aguila
la cabra
el camello
la cola
el lobo
la llama
el nido
el oso
la oveja
la pata
el pavo
la vicuna
el zorro

5. BODY

la barba
la ceja
el codo
el corazon
la frente
la garganta
el huesco
el musculo
el parpado
las pestanas
la piel
los pulmones
la rodilla
la sangre
la una

6. BUILDINGS

la azotea
la biblioteca
la catedral
la clinica
el convento
el monasterio
el museo
la sinagoga
la universidad

7. CITY

la acera
el ayuntamiento
el banco
el centro
el centro de recreo
el correo
la esquina
la estatua
el monumento
la muchedumbre
el parque de recreo
el policia
la policia
el puesto
el rascacielos
el tranvia
la velocidad

8. CLASSROOM AND LESSON

la asignatura
la atencion
la correccion
correcto
el cuento
el diccionario
el ejemplo
el estudiante
la explicacion
el horario
incorrecto
la lectura
la nota
la novela
el repaso
el resumen
la reunion
el silencio
el timbre
el vocabulario
olvidar

9. CLOTHING

la billetera
el boton
la cinta
el cinturon
el cuello
el chaleco
el gaban
el impermeable
la joya
la moda
la piel
el sobretodo
el sueter
romper

10. EMOTIONS

la alegria
el amor
la colera
la felicidad
el humor
el odio
la pena
el placer
el temor
la tristeza
la verguenza
esperar
llorar
reir

11. FAMILY AND FRIENDS

el ama de casa
la boda
la cocinera
el conocido
la criada
el criado
la cunada
el cunado
la mama
el marido
el matrimonio
la nena
el nene
la nina
el ninito
el nino
la nuera
el papa
el sirviente
la suegra
el suegro
el yerno
saludar

12. FOODS

la albondiga
el arroz con pollo
el biftec (biste)
el bizcocho
caliente
la carne
  - de cerdo
  - de cordero
  - de res
  - de ternera
el cereal
la col
el cubierto
la chuleta
dulce
el emparedado
los frijoles
frio
el gusto
el helado
el higado
  - a la parrilla
  - asado
el huevo
  - duro
  - frito
  - pasado por agua
  - revuelto
el jugo
la lechuga
la lista
el maiz
la merienda
el panecillo
el pastel
el pollo
el refresco
el rosbif
sabroso
la sopa
el tocino
el tomate
la tortilla
la tostada
cocinar
cubrir

13. FRUITS AND FLOWERS

la fresa
el geranio
la hoja
la margarita
el melocoton
la raiz
la sandia
las uvas

14. GOVERNMENT

la America Central
la America del Norte
la America del Sur
el comunismo
el consejo
la corte
la costa
el estado
el gabinete
el gobierno
la justicia
la ley
la libertad
la monarquia
la paz
el publico
la region
la reina
el representante
la revolucion
el rey
el senador
la sociedad

15. HEALTH

el accidente
los anteojos
el cuidado
el dolor de oido
la fiebre
el fuego
la indigestion
los lentes
el paciente
el sueno
la tos
acostarse
descansar
despertarse
morir
nacer

16. HOUSE

la alcoba
el balcon
la escalera
el hogar

17. MATERIALS

el acero
el aluminio
el cobre
el cuero
el hilo
la piedra
el plastico
el rayon
el vidrio

18. MILITARY

la batalla
el canon
el capitan
el coronel
el ejercito
el fusil
el general
la guerra
el heroe
el revolver
la victoria
luchar
matar

19. NATURE

el amanecer
el anochecer
el atardecer
el bosque
la madrugada
la naturaleza
el paisaje
la puesta del sol
la rama
la roca
la salida del sol

20. PROFESSIONS AND OCCUPATIONS

el actor
el artista
el asunto
el bailarin
la bailarina
el carpintero
la ciencia
la compania
la costurera
el dependiente
el escritor
el exito
la fabrica
el fracaso
el gerente
el jefe
el juez
la maquina
la mecanografa
la modista
el negocio
la obra
la oficina
el oficio
el pintor
el poeta
la secretaria
la taquigrafa
el vendedor
el zapatero

21. QUALITIES

agradable
amable
antiguo
bello
celebre
cortes
delgado
descortes
encantador
enorme
famoso
gordo
guapo
habil
honrado
libre
ligero
limpio
lindo
listo
loco
magnifico
muerto
palido
peligroso
pesado
satisfecho
seguro
sencillo
solo
sucio
util
vivo

22. QUANTITY

la cantidad
el centenar
la docena
el kilo
la libra
el metro
el millar
el peso
la suma

23. RELIGION

el culto
el cura
el diablo
Dios
el ministro
la misa
la monja
el monje
el obispo
el Papa
el rabino
la religion
el santo

24. SCHOOL

la cafeteria
el cambio de clases
la entrada
el laboratorio
la llegada
el pasillo
la salida

25. SHOPS AND STORES

barato
la barberia
caro
la dulceria
la lavanderia
el paquete
el salon de belleza
la tintoreria
gastar
mostrar

26. TIME

el fin
el futuro
el pasado
pasado
el presente
el principio
proximo

27. TRAVEL AND MONEY

la aduana
el aduanero
el aeropuerto
el baul
el billete
la carta
la cuenta
la direccion
la distancia
el dolar
el extranjero
la fotografia
el impuesto
el kilometro
la maleta
la moneda
la multa
el pasajero
el pasaporte
la peseta
el peso
la propina
el sello
el servicio
el viajero
contar
encontrar
hallar
mandar

28. WEATHER

el hielo
el huracan
la inundacion
el relampago
el terremoto
la tormenta
el trueno

29. MISCELLANEOUS

ademas (de)
algo
alguien
cada
casi
entonces
lentamente
pues
rapidamente
sin
solo
tal

BOY'S NAMES AND EQUIVALENTS

Spanish	English	Spanish	English
Adan	Adam	Conrado	Conrad
Adolfo	Adolph	Cristobal	Christopher
Agustin	Agustus	David	David
Alano	Alan, Allen	Diego	James
Alberto	Albert	Domingo	Dominic
Alejandro	Alexander	Donato	Donald
Alfonso	Alphonse	Dino	Dean
Alfredo	Alfred	Daniel	Daniel
Alonso	Alonzo	Edumundo	Edmund
Andres	Andres, Andre	Eduardo	Edward
Angel	Angelo	Emilio	Emil
Antonio	Anthony	Enrique	Henry
Arminio	Herman	Ernesto	Ernest
Arnaldo	Arnold	Estanislao	Stanley
Arturo	Arthur	Esteban	Steven
Benito	Benedict	Eugenio	Eugene
Benjamin	Benjamin	Evaristo	Everett
Bernardo	Bernard	Fererico	Frederick
Berto	Robert	Felipe	Philip
Beito	Bob	Fernando	Ferdinand
Betito	Bobby	Francisco	Frank
Carlos	Charles, Carl	Gavriel	Gabriel
Carlito	Chuck, Charlie	Garcia	------
Cisco	Frankie	Geofredo	Geoffrey
Claudio	Claude	Gerardo	Gerard

Spanish	English	Spanish	English
Gilberto	Gilbert	Jeronimo	Jerome
Gregorio	Gregory	Leon	Leo, Lee, Leon
Gualterio	Walter	Leonardo	Leonard
Guillermo	William	Leopaldo	Leopld
Guido	Guy	Lorenzo	Lawrence
Gustavo	Gustave, Gus Gustuf	Lucas	Luke
Harolodo	Harold	Lucio	Lucius
Horacio	Horace	Luis	Louis, Lewis
Herberto	Herbert	Lutero	Luther
Heriberto	Herbert	Manuel	Emmanuel
Homero	Homer	Marcelo	Marcel
Huberto, Humberto	Hubert	Marcos	Mark
Hugo	Hugh, Hugo	Mario	Mario
Hunfredo	Humphrey	Martin	Martin
Iman	-----	Mateo	Matthew
Jacobo	Jacob, Jake	Miguel	Michael
Jaime	James, Jimmy	Manolo	------
Joaquin	-----	Manolito	------
Jorge	George	Manolete	------
Jose	Joe, Joseph	Mauricio	Maurice
Juan	John	Natan, Nataniel	Nathan
Juanito	Johnny	Nacho	Nick
Julian	Julian	Nicolas	Nicholas
Julio	Julius	Nimo	(Diminitive of Jeronimo)
		Nardo	(Diminitive of Bernardo)

Spanish	English
Oliverio	Oliver
Orlando	Roland
Paulo	Paul
Pablo	Paul
Paco	------
Pancho	------
Paquito	------
Patricio	Patrick
Pedro	Peter
Pepe	------
Perico	(diminitive of Pedro)
Pepito	------
Rafael	Raphael
Ramon	Raymond
Randolfo	Randolph, Randy
Ricardo	Richard
Renaldo	Ronald
Roberto	Robert
Raul	------
Rodolfo	Rudolph
Rodrigo	Roderick
Rogerio	Roger
Rolando	Roland
Ruben	Reuben
Ruperto	Rupert
Silvestre	Silvester
Sancho	------
Teodoro	Theodore
Terencio	Terence, Terry
Timoteo	Timothy, Tim, Timmy
Tomas	Thomas
Vincente	Vincent
Virgilio	Virgil
Valention	Valentine

GIRL'S NAMES

Spanish	English	Spanish	English
Adela	Adele	Carmela	Carmel
Alicia	Alice	Carmen	Carmen
Amalia	Amelia	Chavela	-----
Amata	Amy	Clara	Clara
Ana	Ann, Nancy	Cristina	Christine
Andrea	Andrea	Dorotea	Dorothy
Anita	Anita, Nancy	Diana	Diane
Antonia	Tony, Antonia	Debora	Deborah
Aurelia	Dawn	Dolores	Dolores
Beatriz	Beatrice	Edita	Edith, Ada
Brigida	Bridget	Elena	Helen, Ilene, Ella Ellen, Elaine
Belita	Beverly	Elisa	Lisa, Elsie
Barbara	Barbara	Elisabeth	Elizabeth
Berta	Bobbie, Bertha	Ema	Emma
Camila	Camile	Emilia	Emily
Carlota	Charlotte	Engracia	Grace
Carolina	Caroline	Enriqueta	Henrietta
Catalina	(C) Katherine	Estela	Estelle
Cecilia	Cecile	Ester	Hester, Esther
Celia	Cecilia	Eva	Eva, Eve
Conchita	------	Felipa	Philippa
Constancia (Za)	Constance	Felisa	Joy
Consuela	------	Florencia	Florence

Spanish	English
Francisca	Frances
Gabriela	Gabrielle
Genoveva	Genevieve, Gwendolyn
Gerarda	Geraldine
Gertrudis	Gertrude
Gloria	Gloria
Guillermina	Whilhlmina
Graciela	Grace
Hortensia	Hortense
Ines	Agnes, Inez
Irene	Irene
Isabel	Isabelle, Elizabeth Betty
Josefina	Josephine
Josefa	Josephine
Juana	Jane, Jean, Joan
Juanita	Janet, Jeanette, Joann
Judit	Judith, Judy
Jimenia	-----
Julie	Julie, Julia
Laura	Laura
Leonor	Eleanor
Lola	Dolores
Lucia	Lucy, Lucia
Luisa	Louise
Lupe	-----
Linda	Linda
Lorena	Lorraine
Manuela	Emma
Margarita	Margaret, Daisy
Maria	Mary, Marie, Mariam
Mariana	Marian, Marion
Marianela	Marianne
Marta	Martha
Miguelita	Michelle
Mercedes	Mercedes
Nela	(Diminitive of Marianela)
Patricia	Patricia
Paula, Paulina	Paula, Pauline
Pepita	-----
Peria	Pearl
Pilar	-----
Roberta	Roberta
Ramona	Ramona
Raquel	Rachel
Rebeca	Rebecca, Becky
Rita	Rita
Rosa	Rose

Spanish	English
Rosita	Rosie
Rosalia	Rosalie
Sara	Sarah
Sofia	Sophie
Silvia	Sylvia
Susana	Susan
Susita	Susie
Teodora	Theodora
Teresa	Theresa
Victoria	Victoria, Vickey
Virginia	Virginia, Ginny

HOLIDAYS IN SPANISH SPEAKING COUNTRIES

Christmas: Nochebuena, December 24
Dia de Navidad, December 25
Posada (mexico), the nine days before Christmas. Pinata, one broken each of the 9 days.

New Years: Ano Nuevo, January 1
Parties, dinners
Spain: bonfires in mountains from ancient custom of giving "strength" to the sun.
Custom of eating 12 grapes, one at each stroke of midnight. Each grape represents prosperity during the twelve months.

El dia del los Reyes Magos: (Epiphany) January 6, day when children receive gifts from the 3 kings, including lumps of coal for bad children.

Carnaval - Spanish Mardi Gras, dances, parties, parades. The day before lent.

Semana Santa - Holy week before Easter.

Pascuas or Pascua Florida - Easter

Dia de los Difuntos - All Souls' Day, Spanish Memorial Day - November 2

Dos de Mayo - Resistance of Spanish to Napoleonic rule (1808)

Dia de la Raze - Columbus Day, October 12

Diez y Seis de Septiembre - Mexican Independence from Sapin

Verbena - name of the celebration in honor of a patron saint.

Romeria - a pilgrimage to the shrine of a patron saint. Usually accompanied with a picnic.

Cinco de Mayo - Mexican Independence from france.

Pan American Day - April 14.

READERS

La Gitanilla de Miguel de Cervantes Saavedra - edited by Lucy N. LaPorta, McGraw-Hill Inc., 1966. Recommended for Spanish Level I.
A simplified version of the novela about a young gypsy girl.

El Zarco de Ignacio Manuel Altamirano - edited by Lucy N. LaPorta, McGraw-Hill Inc., 1967. Recommended for Spanish Level II.
About the Mexican Civil War.

Espana pro Dentro by Fernando Poyatos, McGraw-Hill Inc., 1969. Recommended for Spanish Level III or for the point at which reading becomes the primary activity.
Two American students travel through Spain for a year. Touches all aspects of culture of Spain.

Paginas de un diario by Cid-Perez, McKenney and Marti de Cid, McGraw-Hill Inc., 1966. Recommended for Spanish Level III or for the point at which reading becomes the primary activity.
Touches on many aspects of Hispanic culture. Written by natives.

Mr. Clark no toma Poca-Cola by Marcelino C. Penuelas - edited by John M. Sharp, McGraw-Hill Inc., 1969 (paperback). Recommended for the intermediate level, especially as a bridge to literary study.
It is a study of Hispanic customs, culture and thinking.

NEWSPAPERS AND MAGAZINES

Que tal? Scholastic magazine for beginners. Excellent for supplementary vocabulary.

El Sol Scholastic magazine for intermediate levels

La Luz Scholastic magazine for advanced

Lazrillo Magazine by McGraw-Hill and Hachette-Larousse

Life en espanol Spanish edition of Life Magazine

La Juventud (Spanish edition of *La Jeunesse*) 206 Market St., Newark, N.J. 07102 Intermediate levels. Articles of current student interest, popular songs translated, etc.

SUPPLEMENTARY READING MATERIAL

Amalia by Jose Marmol

Anthologia de la Poesia Infantil by B. De la Vega

El Auto Pequeno by Lois Lenski

Buenos Dias, Carmelita revised edition by Carlos Castillo

El Campo y el libro de los animales by M.A.J.

Cantos y Rondas Infantiles by Juan B. Grosso

Cinco Comedias - paperback, playlets by Corrie Thompson, National Textbook Corp., 1965

La Ciudad by M.S.J.

The Civil War in Spain by R. Goldston, 1966

Cordoba nuestra by D. Bustos

La Coronacion de Bobar by Jean de Brunhoff

El Cuento de Ferdinando by Munro Leaf

Cuentos Alegres by Marie Rodriguez

Cuentos de Grimm

Diccionario del Idioma espanol by Edwin B. Williams (paperback) Pocket Books, Simon & Schuster, 1966

Doce Canciones Populares Espanolas by E. Toldra

Don Quixote de la Mancha by S. Cervantes

Escuchar y Cantar by R. Jacovetti, book of songs, Holt, Rhinehart & Winston

Escuche y Acierte! by Ricardo Florit (series of three paperback books) McGraw-Hill Book Company, 1965.

Espana a Vista de Pajaro by Concha Breton

Estampas de Historia Sagrada by Persham

Fabulario by G. Berdialis

Flor de Leyendas by A. Casona

Graded Spanish Readers by Castillo, et al

Land and People of Spain by D. Loder, 1955

Leyendas de Espana by Landi Jimenez

Leyendas de Estados Unidos y Canada by Morales

El libro de hadas de Arthur Rackham

Manana de Sol by B. De Ronco

Martin Fierro by Hernandez

Martin y Diana en el basque by L. Anglada

Mi Diccionario Illustrado by Zenrera

Mi Primer Diccionario by J. Daroqui

My Village in Spain, 1962 by S. Gidal

Pais de Silvia: Poesias Infantiles by Lacau

El Pajaro Pito y Otras Cosas by Soler

Pedrin, el conejo traviesco by Porter

Primeras Adventuras de Don Quijote de la Mancha

Que Se Dice, Mino? by Sesyle Joslin

The Red Towers of Granada by G. Trease

Rocio by J. Crespo

Shadow of a Bull by M. Wojciechowska

Spain, 1967 by R. Golston

Spain: Wonderland of Contrasts 1965 by M. Daly

Spanish Conquerors, 1919 by J. Richamond

Spanish Plateau by P. Buckley

Spanish Round about 1960 by M. Daly

Story of Ferdinand by M. Leaf

There is a Bull on my Balcony by S. Joslin

Las Torres de Nuremberg by Jose S. Tallon

El Zurron Maravilloso by S. Pedret

GAMES - SOURCE LIST

1. Minnesota Mining and Manufacturing
2. Ginn and company
3. National Textbook Corporation
4. Spanish in the Elementary Schools Curriculum bulletin. Board of Education City of New York, 1961. pp. 27, 30, 37, 48, 55, 61, 72, 82, 94.
5. Mastering Spanish by Willis Knapp Jones, J. Weston Walch, 1966, pp 220-230.

FOR WRITING LETTERS

6. El Espanol al Dia Book 2, 3rd edition, Turk and Allen, D.C. Heath and Co., Boston, 1968. pp 246-253.
7. ibid. Book 1, pp 504-507

LIST OF FILMS

Caperucita Roja, 14 minutes, level 1 - color (IMC)

Los Maniferos Vivientes, level II, III - color

La Argentina, Level II-III - color McGraw-Hill

La Fiesta de San Fermin, Level III-IV - color IFB

Danzas Regionales Espanoles, Level III-IV - color - EB

El Pequeno Hiawatha - Level I, II, III, IV (can be adapted) - color, Walt Disney

Why Study a Foreign Language? - b&w, Level I, U of M

La Familie Sanchez, IMC

Los Pastores, IMC

Pablo, Un Nino de Mexico, IMC

Fray Felipe, IMC, 15 minutes, Level I - color

For additional films consult the University of Minnesota Film rental Catalog.

TEACHER REFERENCE MATERIALS

Dialogos en Castellano by Willis Knapp Jones, dialogs, J. Weston Walch, 1964.

A Handbook on Latin America for Teachers. Office of the Superintendant of Public Instruction, State of Illinois, Ray Page, Superintendant. Edited by H. Ned Seelye, 1968.

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SOCIOSEMANTIC ASPECTS OF VOCABULARY BUILDING

Word borrowing as an index of the degree to which a foreign culture has been assimilated into our own, and of the nature of the influence that it has exercised, directly or indirectly, upon our own national and community life, is illustrated in the following unit for the first week of beginning Spanish or general language. The frame of reference is "What we owe to the Spanish-speaking peoples as revealed in the words which we have borrowed from them." Although the exercise serves a linguistic function, the vocabulary is not an end in itself. The unit is designed to help students gain insight into the LIFE MEANING BEHIND THE WORD. As such, it is an elementary exercise in interpretation. The noun PATIO, for example, does not represent just a word borrowed from the Spanish, but a significant contribution to our Spanish-colornial architecture which came to us from Rome by way of Spain and her colonies. The concrete ways in which Spanish colonial culture has influenced the architecture of many of our homes in the Southwest is revealed in such specific terms as AZOTEA, PATIO, ADOBE, and MONTERREY, which are commonly used in English. Other insights of a similar nature are developed inductively in the several parts of the unit.

FOOTPRINTS OF SPAIN AND SPANISH AMERICA IN THE UNITED STATES-LANGUAGE

Foreword

In this unit are grouped words that have come into our language from the Spanish, either directly from Spain, or by way of her former colonies in the New World. Many of the words are, of course, used only in those parts of the United States which were colonized by the Spaniards--chiefly, California, Texas, Colorado, New Mexico, and Arizona. In these words is revealed the nature of the influence that Spain and Spanish America have had upon life in our Southwest. While examining the nine groups of words, try to decide what contributions they reveal in the way of customs, institutions, or traditions. Then turn to the exercises in Parts II and III.

PART I

1. adobe: an oblong brick usually about 18 by 6 by 10 inches, made from clay that adheres compactly when mixed with water.
2. azotea: the flat platformlike roof of a house built in the Spanish style. The azotea is used as an open-air retreat at various times, particularly for coolness in the evenings.
3. casa grande: literally, a "large house," but often means the house of the owner of an hacienda or ranch.
4. hacienda: a large ranch or landed estate.
5. patio: a courtyard usually an open garden surrounded by walls.
6. rancho: a stock-raising establishment for cattle, sheep, or horses; also a farm or an orchard.
7. corral: an enclosure, pen, or yard for the larger domestic animals.

8. hammock: from the Spanish word hamaca, borrowed from the Indian. It means a swinging couch or bed.

9. missions: in the sense of mission churches (California and Texas), this word comes from the Spanish word misiones.

B

1. avocado: alligator pear; of Mexican-Indian origin. The Mexican word is aguacate.

2. banana: a tropical fruit.

3. barbecue: from the Spanish word barbacoa, borrowed from the Indians of Mexico and Central America. Barbecued meat is usually cooked over an outdoor gridiron.

4. cafeteria: a self-service eating establishment in the United States; a retail coffeehouse in Cuba.

5. chile or chili: Mexican peppers.

6. chile con carne: chile with meat.

7. chocolate: a preparation made with cacao, cocoa, and other ingredients; a beverage made by cooking this preparation with water or milk. This word was borrowed from the Nahuatl(Indian language of Mexico).

8. frijoles: beans, usually referring to the Mexican pink beans.

9. garbanzos: chick-peas; beans.

10. potato: from the Spanish word patata taken from the South American Indians.

11. tapioca: a word borrowed from the Indians of South America a kind of starch used in puddings and in thickening soups.

12. tortilla: a flat, round, very thin, unleavened griddlecake.

13. alfalfa: a species of forage plant.

14. tamales: a dish made of cornmeal and meat, probably of Indian origin.

15. enchilladas: a Mexican dish made by wrapping meat or other fillings in a tortilla; probably of Indian origin.

C

1. alligator: an American crocodile.

2. armadillo: from the Spanish word armado(armed); a small mammal with a bony shell, found in South America.

3. barracuda: a large fish found in the vicinity of Florida and along the Pacific coast of the United States.

4. bronco: an unbroken or untamed horse.

5. burro: a donkey.

6. chinchilla: a small rodent, the size of a large squirrel, with very soft fur of pearly-gray color. It is a native of the mountains of Peru and Chile.

7. cockroach: from the Spanish word cucaracha; a species of black beetle.

8. dogie: a "scrubby" or anemic calf or other animal. The cowboys' "dogies" is probably an adaptation of dobies," being a nickmame for a thing of inferior quality.

9. mosquito: from the Spanish word mosca, meaning a little fly.
10. mustang: a horse, bronco, or steed; often refers to the native wild pony of the West; from the Spanish word mesteño.

D

1. charro: a horseman, or one skilled in horsemanship. The term charro is also applied to the national male costume of Mexico.
2. creole: a person of European descent but born and bred in the colony; used in Spanish America and the Southern French colonies.
3. gringo: an American; a "uankee."
4. padre: a priest.
5. peón: a servant; a peasant; a day laborer.
6. pickaninny: from the Spanish words pequeño niño; generally applied to a negro or mulatto infant in the Southern states.
7. vaquero: a cowboy; from the Spanish word vaca meaning cow.
8. vigilante: a member of a volunteer committee of citizens for the oversight and protection of the community.
9. conquistador: a leader in the Spanish conquest of the New World.

E

1. arroyo: a gorge or ravine cut by water running in the lower parts of a particular region; a canyon. In Spanish the word arroyo is usually applied to a stream.
2. bajada: from the Spanish word bajar meaning "to do down"; a downgrade in the hill or trail; a sharp descent.
3. barranca: a rugged fissure cut in a landscape by the action of running water; a steep and irregular incline or side of a mountain.
4. cordillera: a range or chain of mountains.
5. laguna: the English modification of this word is "lagoon" a lake or pond; an area of brackish water, especially one near the sea.
6. mesa: tableland.
7. tulares: a region covered with tules (bulrushes). This word is probably of Mexican origin.

F

1. alameda: a street, walk, or drive lined by álamos or poplar trees.
2. EL CAMINO REAL: the main highway, built by the state or the king. Literally, "the royal road."
3. plaza: a public square or park.

G

1. alpaca: a thin kind of cloth made from the woolly hair of the alpaca, a kind of llama found in Peru.
2. sombrero: a large hat with broad brim and high, peaked crown.
3. sarape: a blanketlike wrap used by men to throw about the shoulders and body; commonly worn in Mexico by the charros and Indians; also spelled serape and zarape.
4. mantilla: a lace shawl worn by the Spanish ladies for festive occasions. It is worn over a high comb or sometimes just over the head. Originally the mantilla was an importation from the Orient.
5. poncho: a sarape worn by the peons of Mexico to protect them from the cold and rain.
6. huarache: a Mexican sandal.
7. bolero: a short jacket. This type is found in the Spanish bull fighter's costume.

H

1. adiós: "good-by," "so long," "I'll see you later," or simply "hello" in passing people.
2. bonanza: in Spanish this word originally meant good weather on the ocean. It is now used in connection with a vein or rich ore in a mine. By extension, bonanza is applied to an unusually promising enterprise of any kind.
3. bravado: boastful behavior; affectation of courage.
4. bravo: an exclamation of approval or encouragement.
5. canoe: a light boat used by primitive people; from the word canoa which the Spaniards borrowed from the South American Indians.
6. chico: small or small one; frequently used as a nickname or pet name.
7. concha: Spanish for "shell"; used by the vaqueros to mean small flat metal plates, shaped in the form of a shell, made of silver or brass and worn on the chaps or belt of the vaquero.
8. filibuster: from the name of certain pirates who infested the seas of the Antilles during the seventeenth century. The word later became closely associated with the Congress of the United States, and is most commonly used at present to mean an attempt to obstruct or delay legislative action by means of extended talking about some phase of the subject at hand.
9. hoosegow: from juzgado(judged or sentenced); a court of justice; a jail.
10. lasso: a rope used for noosing purposes; from the Spanish word lazo.
11. loco: crazy; stupid. It was originally applied to cattle.
12. mañana: tomorrow, or morning.
13. presidio: a military stronghold; a fort; a prison.
14. pronto: quickly; suddenly; hurry!
15. siesta: rest or nap during the hottest hours of the day, usually after lunch.

I

1. fandango: a name brought, together with the dance, from the West Indies to Spain. A lively dance in three-eight or six-eight time, much practiced in Spain and Spanish America.

2. fiesta: a holiday or festivity.

3. rodeo: a roundup; a show of cowboy stunts involving bronco riding, steer riding, calf roping, etc.

4. tango: a Spanish American dance, common especially in Mexico and the Argentine.

PART II. OBSERVATION QUESTIONS

1. From what foreign language have we borrowed the words given in Part I? Write a short simple heading for each group of words- a sort of title to show what kinds of words they are according to their meaning. Unless you can think of better headings of your own, choose from the following and tell which group of words they fit best.

   a. Names of types of people.
   b. Words for articles of clothing or wearing apparel.
   c. Topographical (or geographical) terms.
   d. Words for fish, rodents, or other animals.
   e. Words for foods and drinks.
   f. Words for building, building materials, etc.
   g. Words for sports, recreations, or amusements.
   h. Words for public squares or public thoroughfares.
   i. Miscellaneous terms.

2. Why do you think we borrowed these expressions and words? Why did we choose them from Spanish and not from some other foreign language?

3. Judging from these groups of words, what would you say about the kinds of influence Spain and Spanish America have had upon life in America? Do you think we will continue to adopt words from the Spanish language? Why?

4. Can you think of any other Spanish or Spanish American words not found in the groups in Part I?

5. Which of the words in the foregoing groups were originally of Indian Origin? Judging from these words, what contributions would you say that the Indians of Mexico and of Central and South America made to life in the United States?

6. Which of the words in the foregoing groups have you actually heard used in your community or vicinity? From your knowledge of history can you tell whether or not these words were ever in common use in your state? Is the Spanish-colonial tradition dying out in our Southwest? How could one find out?

7. Mention any communities that have tried to keep the Spanish-colonial tradition alive. How well have they succeeded? What effect have their efforts had upon community life?

PART III

Number a separate sheet of paper, and opposite the proper numbers rewrite the sentences below substituting Spanish terms from the groups in Part I for the underlined words. For example,

GIVEN: I went to the roundup at Salinas.
WRITE: I went to the rodeo at Salinas.

A

In the following sentences use terms from group A of Part I.

1. Many of the houses in Monterey are made of mud bricks.
2. We found the family enjoying the evening on the flat part of the roof of their house.
3. After arriving at the hacienda, we went to the owner's home.
4. Tea is being served in the small garden surrounded by walls.
5. The yard for the animals was a long distance from the house.
6. She was reclining in a swinging bed under the tree.

B

In the following sentences use terms from group B of Part I.

1. The salad contained alligator pear and grapefruit.
2. Would you like some chile with meat?
3. Let's buy our dinner in the self-service restaurant.
4. I think I'll order tortillas and Mexican pink beans.
5. At the senior picnic the meat was cooked over an outdoor gridiron.

C

In the following sentences use terms from broup C of Part I.

1. I should like to see the American crocodiles in the zoo.
2. At the rodeo the cowboy rode many untamed horses.
3. In Mexico the donkey is the chief beast of burden.
4. The cowboys put the scrubby calves in the corral.
5. She was wearing a coat made from the fur of the small pearly-gray rodent of the mountains of Peru.
6. The mammal armed with a bony shell is found chiefly in South and tropical America, except for one species which is found as far north as Texas.

D

In the following sentences use terms from group D of Part I.

1. In Mexico many men wearing the national costume may be seen at the bull fight.
2. The laborers on the ranchos earn very little money.
3. In New Orleans we saw a small Negro child sitting on the curb and eating watermelon.
4. She waved to the cowboy as we left the rancho.

5. In early days of California history most communities had committees of citizens who volunteered to protect their interests.

6. The Spanish priests established the missions in California.

7. Cortez was a famous leader in the Spanish conquest of the New World.

E

In the following sentences use terms from group E of Part I

1. Early explorers encountered great difficulty in crossing the deep ravines found along their way.

2. The railroad down the west coast of Mexico crosses some steep and irregular inclines and sides of high mountains.

3. The chain of mountains in the western part of the Americas has some wonderful scenery.

4. Mexico City is located on a tableland over 7,000 feet above sea level.

5. Around 6he curve there is a downgrade in the road.

F

In the following sentences use terms from group F of Part I.

1. The main highway, No. 101, passes through Palo Alto.

2. Along the drive lined by poplar trees are many beautiful homes.

3. The Zócalo is the principal public square in Mexico City.

G

In the following sentences use terms from Group G of Part I.

1. Her dress was of a woolen cloth made from a kind of llama found in Peru.

2. The charro was wearing a broad-brimmed hat.

3. Mexican sandals are being worn for sport this year.

4. Short jackets of contrasting colors are worn for both sport and evening.

5. The peons wear a blanket with a hole cut in the center.

H

In the following sentences use terms from groups H and I of Part I.

1. During the rest hour all the stores close and shopkeepers go home.

2. He visited the military barracks in San Francisco.

3. Come quickly!

4. We said "Good-by."

5. Many pioneers came to California during the days of the gold rush in 1849.

6. Mexico is sometimes called the land of "tomorrow" because no one is in a hurry to do anything.

7. The villain showed a gread deal of affected courage.
8. Let's go to the Santa Barbara festival next summer.

PART IV. OPTIONAL ACTIVITIES

1. Write a paragraph in English describing a city, town, fiesta, rodeo, or historical event, using as many words from the groups in Part I as possible. Underline the Spanish words.

EXAMPLE: In California there are many traces of Spanish influence. Along El Camino Real, Highway No. 101, are located the missions founded by the Spanish padres. Many of these missions and other buildings are made of adobe. Almost every town name is prefixed by San or Santa meaning "saint," and many are given other Spanish names such as Sacramento (the sacrament), Fresno (the ash tree), and Los Angeles (the angels). Our farms and estates are sometimes called haciendas or ranchos. The Spanish type houses have patios and azoteas. One of the most interesting of our fiestas is the rodeo where one can see the vaqueros ride the broncos with great bravado. Most of these Spanish influences are contributions from the Spanish conquistadores or the padres who brought their civilization and religion to this country.

2. Make a list of Spanish words found in newspapers, books, or magazines, and give the sentence or article in which each expression occurs.

3. Are there any Spanish names of streets, store, organizations, or places in your community or vicinity? If so, why do you suppose they were given Spanish names?

4. What evidences can you find in your vicinity of efforts to keep the Spanish-colonial tradition alive?